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ABSTRACT

Intended for adult basic education (ABE) and general educational development (GED) instructors with at least one year of experience, this staff development training manual is designed for use in structured inservice training or as a guide or reference. Its eight chapters, written by practitioners throughout Kansas, cover some of the most important aspects of ABE facing instructors in adult learning centers. In addition to informative materials, chapters may provide worksheets, sample surveys, sample forms, and instrument descriptions. Most chapters also list additional references and resources for further reading. Topics covered in the chapters are (1) survival skills for instructors (time management, stress management, interpersonal relations, adult life cycles, career development, professional development, and professional organizations), (2) intake and counseling (career/life planning and student personal development), (3) assessment (placement, evaluation, prediction, vocational, special populations, and test taking), (4) learning styles (cognitive, affective, physiological, and the application of learning style theory), (5) curriculum integration (academic, vocational, social and daily living skills, and personal skills), (6) techniques in ABE, (7) selected populations (displaced homemakers, handicapped adults, learning disabilities, non-English speaking adults, and older adults), and (8) recordkeeping. (YLB)

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TRAINING MANUAL FOR EXPERIENCED ABE/GED INSTRUCTORS

Directed by

Harry P. Muir and Theodore W. Wischropp
in cooperation with the
Project Advisory Council

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INTRODUCTION

This manual is written for those of you who have at least one year of experience in ABE or GED teaching. If you have not already had an opportunity to study the Entry Level Training Manual, you may want to study it or at least have it available before starting this manual since there are some references made to it.

This manual was written by some of your peers from adult learning centers throughout the state of Kansas. These writers were chosen based upon their level or expertise, their geographical distribution, and their professional devotion to adult basic education. This reflects our philosophy that the practitioner has the knowledge required for the development of an effective ABE/GED staff development training manual. This 310 grant allowed the co-directors from the Division of Continuing Education at Kansas State University to serve a facilitative role and to bring together the required resources to produce this document.

This manual is designed to be used for structured inservice training or to be used informally as a guide or reference when you need additional information. The topics cover some of the most important aspects of adult basic education facing instructors in their centers. Space limitations do not permit an exhaustive treatment of all required information. Most of the chapters, however, list additional references and resources for further reading if you are interested. All advisory council members are well informed and can give you assistance if you contact them. The table of contents should serve as an easy reference to areas for which you need clarification or additional explanation.

The co-directors and the advisory council would like to thank all of you for your enthusiastic acceptance of the Entry Level Training Manual and for your support and encouragement in the development of this training manual for experienced instructors.

Buzz Muir and Ted Wischropp

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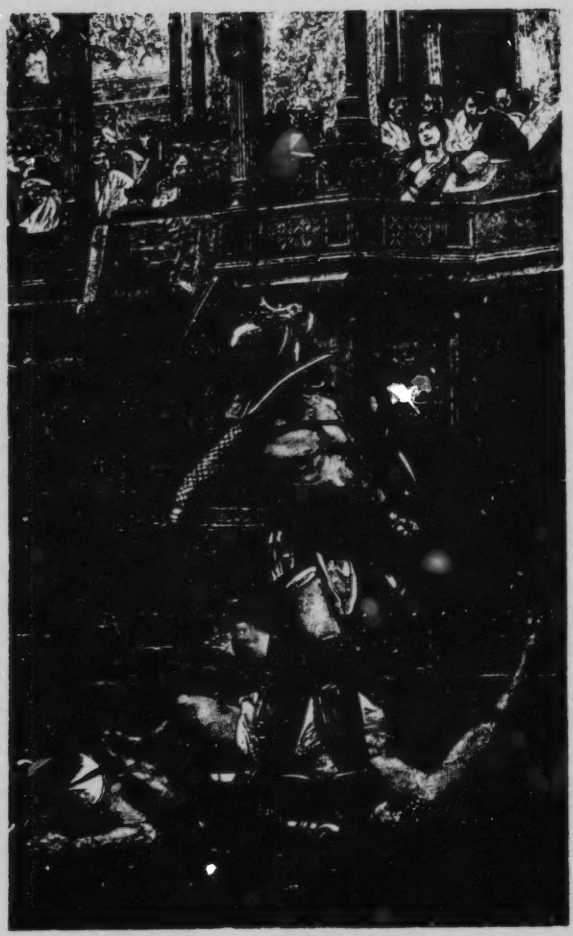
SURVIVAL SKILLS FOR INSTRUCTORS

Chapter I

SURVIVAL SKILLS FOR INSTRUCTORS



It may seem a bit odd to be talking about survival skills for experienced ABE/GED instructors when you are the ones who teach survival skills to your students. As an ABE/GED instructor, you work in a stress-filled and high "burnout" environment. Survival skills seek to free you of the kinds of pressures and tensions that you have learned to live with, but which cumulatively can adversely affect your personal and professional life.

The purpose of this chapter is to suggest ways in which you may increase your working effectiveness and the effectiveness of your personal interactions. These sections concerning time management and improved organizational skills will allow you to more effectively prepare your daily, weekly, and monthly lesson plans, thus increasing the amount of time available for handling unanticipated problems. It is those unanticipated problems that mount up and adversely affect every aspect of your teaching and, consequently, your mental and emotional health as well.

The section on stress management is an area worthy of close attention. Every day that you teach you experience stress. The key lies in how you handle it. It is important when you notice the signs of stress taking hold that you take time out to engage in a tension-releasing exercise or coping strategy. You may need to physically remove yourself for a short time from a stressful situation at the soonest available moment. The suggestion is not to avoid stressful situations

since to do so in your profession would be to avoid doing your job. Rather, the suggestion is to neutralize the effects of inevitable stressful situations.

Within this chapter, ways are recommended to substantially lessen the impact of potential stressful situations by utilizing certain interpersonal communication skills. If you can facilitate the learning process through skillful active listening techniques and organized lesson plans, you can effectively eliminate many problems that arise due to a lack of communication or because of haphazard planning.

This chapter further encourages experienced ABE/GED instructors to learn about adult life cycles to more fully understand and appreciate their students and themselves. This chapter also encourages the experienced ABE/GED instructor to examine career development opportunities. If you more fully understand your career options relative to the stage of your life, you may be a more satisfied person and will function more effectively. You will also possess the confidence of knowing where you are in life and where you are headed.

Finally, this chapter seeks to make the experienced ABE/GED instructor aware of formal and informal learning opportunities to upgrade and more fully develop his or her professional skills. Listed also are professional associations that seek to enhance the professional lives of all adult educators. Hopefully, all of the information will have direct applicability to your personal and professional life.

TIME MANAGEMENT

The sincere desire to effectively manage time must start with you. Self-discipline is a requirement if you are to get things done more efficiently. Changes in your attitudes and habits are required. It is not enough to want to do better. For worthwhile results, your behavior may have to be modified. This may be extremely difficult.

You have enough pressures in family and social life, and pressures on the job. Improper time management in the work situation just compounds your problems. Eventually, job dissatisfaction, tension, and ill health may result.

Successful time managers exhibit a number of positive traits. Generally speaking, they have a good memory, they are flexible, they are confident, they possess good interpersonal relations skills, they are direct and honest, and they are in good physical health.

Negative traits characterize poor time managers. These people procrastinate, they have trouble making a decision, they are perfectionists, they worry unnecessarily, they are tense, and they are insecure.

While time management is essential, not all time management techniques work best for everyone. You will need to select the ones which hold promise for improving your situation and modify others to fit your needs. Some of the material to be discussed may apply more if you supervise others. Some might not seem applicable if you do not have administrative responsibilities. With some adaptation, most of the suggestions can be incorporated if you want to organize and manage your

time more effectively. You may be able to pass along some of these tips to your students. Most of you have been emphasizing good organizational skills to your students for years.

Recognize that there may be unexpected happenings that you have no control over. For the most part, though, you have the responsibility for how you want to use your time. Controlling time requires planning.

People who appear well organized probably have some sort of formal or informal system that they use. For example, a weekly and/or daily list of things to do is a necessity. Such a list gives an element of control and allows time for important or unplanned events. Each item is assigned a priority ranking and routine things are kept off the list. Routine items can be done at the end of the day when you are tired. When a task is completed, it can be crossed off.

High priority jobs should be tackled early in the day when your energy level is the highest. You may want to divide your day into various types of activities such as planning and reading so that you are only dealing with ideas. You may then set aside other times for meetings, appointments, and telephone calls so that you are only dealing with people.

When doing idea-type activities, jot down your thoughts. Skimming for important concepts rather than reading carefully can save time. Handle each piece of paper one time. Write informal notes on the original incoming mail or memo,

make a copy, and return to sender.

It is helpful to estimate the length of any scheduled meeting or conference. Most people who call meetings are courteous enough to give an estimate. Don't hesitate to ask if they don't.

Some supervisors avoid business luncheons while others find this activity helpful for short, informal meetings. Mix good judgment and a knowledge of your co-workers before scheduling meetings during the noon hour.

Telephone calls should be grouped at various times throughout the day. The telephone can be more cost effective, can save more time, and can be more efficient than a letter. For important matters, a short confirmation letter can follow. Keep the calls brief and organize your thoughts before making an important call.

Stressful situations may arise when there is too much to do and not enough time to do it. By developing your organizational skills, you can begin to reduce pressure and get more accomplished. Self-satisfaction and a more productive work output can result.

Some of you may not feel you are in a position to make a change in your situation. Afterall, you must meet the expectations of your superiors and you feel responsible for the progress of your students. You are caught in between. Failure to attempt to improve your time management techniques and your organizational skills may lead to frustration, anger, and distress.

Libraries and bookstores have a variety of self-help and self-improvement books. Professional journals have useful articles. Not all techniques will work for your situations. You may not have the flexibility, for example, to delegate tasks or you may not be in a position to say "no" to certain requests on your time.

There are many areas where you can develop new work habits. The following self-diagnosis exercise may give you some insight about your time management and

organizational skills. If you are willing to take the risk, ask a colleague or your supervisor to rate you on these items. A comparison of the two ratings may help you identify areas where you need improvement.

Place a check next to the category that most accurately describes your current habits and skills.

Always	Most of the Time	Hardly Ever	Never	
				1. I make a fresh new "to do" list each work day.
				2. I place a priority code next to all the items on my daily "to do" list.
				3. I set my priorities according to their importance, not their urgency.
				4. I use a formal system for organizing a weekly work plan.
				5. I know what habits I have that keep me from using my time effectively.
				6. I am continually conscious that time is my most critical resource.
				7. I know my prime work times.
				8. I use my prime work times to complete important tasks.
				9. I have clearly written out lifetime and 3-5 year goals.
				10. I have an effective system for incorporating items from my lifetime, 3-5 year, and long term goal list into my daily work tasks.
				11. I am conscious of my true reasons for procrastination.
				12. I know when I'm avoiding tasks out of fear.
				13. I use effective techniques for completing tasks on which I'm procrastinating.
				14. I give my undivided attention to one task at a time.
				15. I seek quality work, but not perfection.
				16. I create timelines for tasks which have no predetermined deadline.
				17. I avoid meetings that are time wasters.
				18. I make constructive use of meeting times, insuring that follow-up assignments are clear.
				19. I utilize effective techniques for saying "no" to excessive requests on my time.
				20. I keep interruptions on my work to a minimum.

Always	Most of the Time	Hardly Ever	Never

21. I regularly schedule a quiet-time into each work day.
22. I control the telephone, it doesn't control me.
23. My desk is clear of clutter and visual distractions.
24. I avoid unplanned appointments and excessive social encounters when at work.
25. I know when I'm diverting myself from my top priorities.
26.-29. My files are:

    accurate

    accessible

    current

    streamlined

30. I have a system in place to monitor and reduce crises.
31. I maintain a written list of items I can do during my "in between" and waiting times.
32. I delegate tasks frequently.
33. I delegate challenging tasks.
34. I use breaks creatively when fatigued on a given task.
35. I focus on results not the amount of work generated on a product.
36. I periodically use a time log.
37. I don't take the open door policy literally.
38. I use specific techniques for keeping paperwork under control.
39. I use a tape recorder or dictating machine instead of handwritten letters.
40. My time is controlled by me, not by others.

The Top Fifteen Time Wasters

1. Telephone interruptions
2. Drop-in visitors
3. Meetings
4. Crises
5. Lack of objectives, priorities, and daily plan
6. Cluttered desk and personal disorganization
7. Ineffective delegation
8. Attempting too much at once
9. Unclear communication
10. Inadequate, inaccurate, delayed information
11. Indecision and procrastination
12. Confused responsibility and authority
13. Inability to say "No!"
14. Leaving tasks unfinished
15. Lack of self-discipline

Reprinted from a paper presented by Philip Graf at the North American Association of Summer Schools in Montreal, Canada, 1981.

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STRESS MANAGEMENT

You had a bad time in your ABE class today. A student snapped back at you, slammed his books down on the table, and walked out. On the way home, you had a flat tire. When you got home, the kid was crying because your husband ran over his trike which was left in the drive. Feel any stress?

After days of preparation, you're finally on your way to "fun in the sun". The kid is at your mother's, the dog is in the kennel, all the packing is done and on board, your sub has been scheduled--every detail has been covered. You close your eyes and lean back in the cushioned seat as the plane leaves the runway. Are you experiencing any stress now?

Surprisingly enough, the answer to both questions may be "yes". Both negative and positive changes in your life can affect stress.

Stress is defined as the biological response of the body to any demand made on it. Any change or new situation which forces you to adapt can produce stress.

Millions of Americans encounter stressful situations every day. Some can cope with them, while others are not able to handle them. Some doctors contend that stress-related disorders make up from 50% to 80% of all illnesses. Stress may cause physical and emotional disorders such as ulcers, high blood pressure, jagged and bitten fingernails, boredom, wet palms, twitches, short temper, trembling hands, excessive drinking, impotence, hypochondria, paranoia, depression, and general joylessness.

Stress is a very healthy, necessary part of life. It allows you to face new challenges, to look forward to each day's activities, and to prevent

stagnation. Stress is an automatic reaction when you feel threatened. It is needed for survival since it prepares you for self-protective action--fight or flight. You must let it work for you instead of against you. This can be learned.

If you are to make yourself less prone to stress and avoid the physical and emotional pitfalls which it may cause, then you must examine your outlook on life and your living habits.

Change should be considered as an opportunity or a challenge rather than a threat. Change should be welcomed and accepted. Adaptibility is the key.

You must be committed to what is going on at this time in your life. There is a need to be highly involved in your job, your family, and your social life.

Your high degree of commitment need not diminish the control you exercise in your day-to-day activities. You must control your own life. Powerlessness leads to stress.

There must be a feeling of self-acceptance. Confidence allows you to be comfortable with who you are. You accept your strengths and your weaknesses and you do not compare yourself to other people.

You must not only like yourself but you must like other people. With few exceptions, ABE/GED instructors are people-oriented. You need to be attentive to a healthy attitude of interdependence. Continue to expand your knowledge in formal and informal learning situations, develop your talents and hobbies, make new acquaintances, put yourself in new situations, share your time and talents, and live within yourself.

Daily living habits can consciously be changed or modified, which will not only improve your overall health, but which will also contribute to the management of stress. Healthy people, as a rule, are better able to cope with stressful situations. Improper lifestyles, which include overindulgence in eating, drinking, and smoking along with the lack of exercise, may make you more susceptible to stress and disease. Common-sense changes could reduce stress and risk of fatality from heart problems, strokes, and some types of cancer. Physical exercise can be a healthful stress reducer.

A proper daily diet which includes a variety of foods from each of the basic groups is not hard to maintain. The old saying, "three square meals a day", implies eating the proper food to stay healthy and not snacking between meals. All libraries have a wealth of information on proper diets, including recent research on modern-day eating habits. Many articles have been written outlining the hazards of eating too much fat, saturated fat, and cholesterol, as well as salt and sugar.

Avoidance of or moderation in drinking alcoholic beverages will also contribute to better health. Using alcohol and/or other drugs as a method of handling stressful situations can be dangerous. Drinking alcohol while taking certain medicines or failing to follow directions when using certain medicines can be harmful.

Enough has been written about the harmful effects of smoking so that nothing further needs to be said here.

You may turn to either eating, drinking, or smoking to relieve tension

when faced with stressful circumstances. Studies have shown that the long-term side effects of these activities may decrease the ability to deal with unsettling situations and are more harmful than the stress itself.

Exercise, even moderate exercise, practiced on a regular basis, can increase your self-esteem and give you a more positive outlook on life. There is no scientific proof that a regular exercise program relieves stress, but there can be many other side benefits, as well as a sense of well-being.

Exercise can be a relaxation technique. The sense of accomplishment and the tranquility aid in promoting a positive self-image--a feeling which fosters confidence and control needed to face stressful events.

Medical studies are documenting the mental and physical value of meditation. Meditation in one form or another has been practiced by Eastern cultures for many centuries. It has slowly been gaining acceptance in this country over the past couple of decades. The various techniques of relaxation through meditation range from transcendental meditation to certain yoga exercises to simple relaxation exercises.

Simple exercises involve finding a quiet place where you will not be disturbed for 20 minutes. Concentrate on muscle relaxation and even breathing. With eyes closed, block out distractions and say a word of your choosing silently to yourself as you breathe out. When finished, open your eyes and remain quiet for a few minutes.

Before starting a physical exercise program or even meditation exercises, you should have your doctor's okay. Both programs will cause a change in your lifestyle if practiced regularly. You need to make certain your body is ready for change.

Some people fit simple relaxation techniques into their work schedule.

Others jog or walk during the noon hour. Attempt to schedule exercise and relaxation breaks into your daily routine. You may find that you will become healthier, more confident, better able to cope, and in control of your life.

The following material, designed by Dr. Thomas H. Holmes, lists events from the most stressful to the least stressful. While the Holmes material is somewhat controversial and a few items are out of date, it is reprinted to make you aware of stressful situations. If you have experienced several of the highly stressful events in the last 12 months, your chances of becoming ill within the next two years are increased.

EVENT	EVENT
Death of spouse	Trouble with in-laws
Divorce	Outstanding personal achievement
Marital separation	Spouse begins or stops work
Jail term	Starting or finishing school
Death of close family member	Change living conditions
Personal injury or illness	Revision of personal habits
Marriage	Trouble with boss
Fired from work	Change in work hours, conditions
Marital reconciliation	Change in residence
Retirement	Change in school
Change in family member's health	Change in recreational habits
Pregnancy	Change in church activities
Sex difficulties	Change in social activities
Addition to family	Low mortgage or loan
Business readjustment	Change in sleeping habits
Change in financial status	Change in number of family gatherings
Death of close friend	Change in eating habits
Change to different line or work	Vacation
Change in number of marital arguments	Christmas season
High mortgage or loan	Minor violation of the law
Foreclose of mortgage or loan	
Change in work responsibility	
Son or daughter leaving home	

Reprinted from materials prepared by Dennis Sparks for stress management workshops in Wayne County, Michigan, 1979.

If you want to learn more about ways to manage stress, the following bibliography is reprinted from materials prepared by Dennis Sparks for educational stress workshops in Wayne County, Michigan, 1979.

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INTERPERSONAL RELATIONS

We live in a society that places a great deal of importance on winning and losing. Consequently, society spends a great deal of time labeling people as winners or losers with the result that relationships become win-lose propositions. This phenomenon finds its roots as far back as our Judeo-Christian origins. The Judeo-Christian ethic states in principle that if one works hard enough he or she will eventually succeed. Restated, the idea is that if a person does his/her best, works unceasingly, and makes the right sacrifices, victory will be secured. Winners and losers are perceived as good and bad people.

The carryover effect into interpersonal relationships is direct. If one is to be successful in a relationship, then one must win. This phenomenon probably accounts for a large number of divorces and unsuccessful personal and professional interpersonal relationships. Why? Because in order to win in a relationship, someone has to lose and, in this society, losing is bad.

The key to successful relationships then is to work on creating the type of environment conducive to both parties "winning" or, in Eric Berne's terms, establishing an "I'm O.K., you're O.K." relationship that allows it to be alright for individuals to be wrong. The first step in this process is to realize that conflict is natural and to be expected in the affairs of people. Conflict occurs whenever two or more people interact and do not think or feel the same about a certain subject (whether it is something being discussed or observed). Obviously, this happens a great deal of the time since no two people think or act alike. The key to success is in how people manage the natural conflict which develops. All too often people spend their

energies in relationships providing they are right, not realizing that the essence of successful relationships lies in their ability to listen to the other person or persons and actually hear the intent of what is being said. If you accept the idea that your thoughts and feelings are as important as those of the person you are talking with or interacting with nonverbally, then you must realize that the other person's thoughts and feelings are also as important to him or her. If you accept this premise, then the next logical step is to acknowledge the importance of the viewpoint(s) expressed and seek to integrate the thoughts and feelings of all concerned into a workable action. That doesn't mean sacrificing your own thoughts or feelings. On the contrary your viewpoint is as important as anyone else's. What it does mean is that as an "aware" person, you can facilitate the bringing together of divergent viewpoints and feelings into an agreeable and workable conclusion.

There are three basic ways in which one person responds to another: assertively, non-assertively, and aggressively. Assertion is the act of standing up for one's own basic human rights without violating the basic human rights of others. "It is a response style that recognizes boundaries between one's individual rights and those of others and operates to keep those boundaries stabilized (Kelley, 1976)." Non-assertion is the allowing of one's own rights to be violated or restricted. A non-assertive response is self-effacing and dependent and "moves away" from a situation. Aggression takes place when one person invades the other's boundaries or individual rights. Aggressive behavior is characterized by anger,

hate, rage, and/or non-verbal cues such as glaring, sneering, pointing a finger, or raising the pitch of one's voice.

Non-assertive and aggressive behaviors are counterproductive in attempting to create successful interpersonal relationships, as they fail to respect the rights of all people. Non-assertion accords more rights to everyone else than to the non-assertive person, thus creating an imbalance, while the aggressor creates an imbalance by assuming more rights than should be allowed. The assertive person seeks a solution that equalizes the balance of power and permits all concerned to maintain their basic human rights. "Assertive words may include 'I' statements ('I think', 'I feel', 'I want'), cooperative words ('let's', 'how can we resolve this'), and empathic statements of interest ('what do you think,' 'what do you see') (Kelley, 1976)."

Assertion is often confused with aggression as it seeks to find ways for individuals to "stand up for their rights". The important distinction is that assertion provides for the inclusion of the others' basic human rights, while aggression excludes and, in fact, invades the basic human rights of others. The win-win or I'm O.K., You're O.K. relationship calls for assertive responses. In this manner, and only in this manner, can an open and honest relationship exist.

If you are interested in effecting change in your own relationships or in the way in which your students behave in relationships, the following is an exercise in personal change. Try to answer each question as fully as possible and keep your focus on specific behaviors that are observable to others in planning your change.

* * * * * *

1. If you were to change one aspect of the way you related to others or of a significant relationship, what would it be? Be specific in describing the behaviors related to this change.

2. What would you accomplish by this change, i.e., if you were to behave differently, what would your behavior do for you?

3. What are the forces in yourself, your relationship(s) -- values, fears, expectations -- or your environment that may potentially hinder you in making this change?

   a) Hindering forces in yourself:

      How do you intend to work with or around them?

   b) Hindering forces in your relationship(s):

      How do you intend to work with or around them?

   c) Hindering forces in your environment:

      How do you intend to work with or around them?

4. What are the forces in yourself, your relationship(s), or your environment, that may potentially facilitate making the changes?

   a) Facilitating forces in yourself:

      How will you utilize them?

   b) Facilitating forces in your relationship(s):

      How will you utilize them?

   c) Facilitating forces in your environment:

      How will you utilize them?

5. How will you communicate your desire to change to others?

6. How much responsibility will you take for creating the change?

   How much responsibility will you share?

7. How strongly committed are you to making this change?
   (Rate yourself on the scale given below.)

   /___/___/___/___/___/___/___/___/___/___/

   Not Committed Very Committed

   What does your self-rating mean to you?

8. Using the information from questions above, describe the behavioral steps you will have to go through to make this change.

   (a) _____

   (b) _____

   (c) _____

   (d) _____

   (e) _____

9. How will you know when you have changed?

10. Who outside of the situation or relationship you are trying to change would you like to assist you in working through the change process?

11. When in the future would you like to review your progress in making your change?

The purposes of this activity were to help you define a personal change goal, to identify ways of implementing it, and to identify resources that you may use to facilitate changing.

Another very important form of communication is the written word. Writing relays factual information and allows the reader a chance to view important issues from the writer's perspective. Brevity and clarity are two key elements in effective written communication. It is well to remember that while verbal communication is an important and direct form of developing interpersonal relationships, the written form of communication provides a long-lasting reference toward developing either positive or negative interpersonal relationships. The following list provides some helpful hints for writing in work.

1. Work writing must, to be of work value, be oriented to the receiver or to the company or agency goals -- often to both.

2. It is your job as a communicator, as a writer, to see that your message is written in such a way as to make it most likely that reaction will coincide with your purpose.

3. The purpose of a working communication should be stated in terms of the hoped for effect on the reader, and in terms of the company or agency goals, policies, and interests.

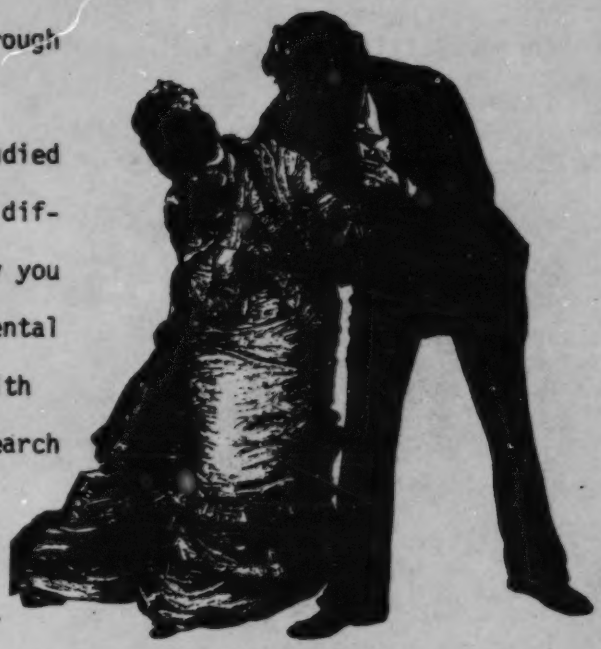
4. The personal goals and interests of the writer should not be allowed to conflict with the working purpose of the piece.

5. The written word is needed because it: a) confirms our talks, b) verifies our research, c) defines our interpersonal interactions, and d) provides a permanent record.

6. The ten principles of writing in work are: a) keep sentences short, b) prefer the simple to the complex, c) prefer the familiar word, avoid unnecessary words and develop your vocabulary, d) put action in your words, e) write the way you talk, f) use concrete words, g) put yourself in the reader's place, h) use variety, i) organize your thoughts, and j) write to express, not impress.

7. Remember written communication: a) affords you an excellent chance to sell yourself and your ideas, b) shows your ability to understand, follow, and complete an assignment, c) develops your power to study and investigate, select and evaluate, organize and interpret material, d) tests your power to communicate clearly, concisely, and convincingly, and e) provides a vital link between you and the receiver. (OIC National Institute, Inc., 1975)

ADULT LIFE CYCLES



Each of you, as adults, passes through stages or cycles of development as you mature. Adult development has been studied for most of the 20th century from many different perspectives. Behaviorally, why you do the things you do and what developmental stages you are likely to be involved with are described in the psycho/social research of such notables as Levinson, Gould, Erickson, Roe, Sheehy, Chickering, and Neugarten. Space will not allow a discusssion of each of their theories and the intent of this section is to only provide you with a brief overview of what is meant by "adult life cycles". It is also hoped that with this knowledge, you will examine and more fully understand your own development as an adult and the developmental growth of your adult students.

Borrowing directly from Arthur Chickering, the following synthesizes much of the literature on adult life cycles.

> Levinson and Gould describe a general pattern that begins with the transition from adolescence to adulthood during the late teens and early twenties. During the mid-twenties -- a period of "provisional adulthood" -- first commitments to work, marriage, and family, and to other adult responsibilities are explored. Then another transitional period occurs during the late 20's and early 30's where these initial commitments are reexamined and their meanings questioned. The long range implications of continuing with the current work, spouse, community, life style, have become apparent; one or more of these may look less challenging or satisfying than at 22. In some cases changes must be made.

In others, reaffirmation and renewed commitment occur on a more solid basis, sometimes after trial flirtations with one or more alternatives.

The thirties are a time for settling down, for achievement, for becoming one's own person. But as the 40's approach time becomes more finite. Responsibility for parents begins to be assumed while responsibilities for adolescent or college-age children continue. The likely limit of success and achievement becomes more apparent and the "mid-life transition" is at hand. Major questions concerning priorities and values are examined. Unless a change in work is made now, the die is cast. Affirmation of the earlier career most frequently occurs, but with moderated expectations and drive. A long-standing marriage may be temporarily or permanently upset. Friends, relatives, and spouse become increasingly important as "restabilization" occurs during the late 40's or 50's. Interests foregone in the service of work receive more attention. Mellowing and increasing investment in personal relationships characterize the 50's.

Levinson's formulations do not fit the stages women experience. The first stage, Leaving the Family, may actually be aborted for most women as they leave parental constraints only to enter the family constraints of their husband and children.

Levinson also describes a long period of investment in career, of developing options, and of a growing confidence, which culminates in a new stage for men in the early thirties. He also points out that women's developmental stages do not correspond with those of men. The overall development for women occurs at later ages than for men. Women who begin a career and then leave it for child-rearing, and who return to a career later, appear to reach that stage of confidence and options much later.

For those of you who desire a more indepth look at your own or other life cycles, read Passages. It should further be noted than differences in life cycles within the sexes are even greater than between the sexes. Research shows that individuals still account for the greatest differences, although certain stages or "passages" are common to most persons.

Appended is a worksheet concerning "Life Cycles". This worksheet can be utilized by either your students or yourself. The main purpose of the worksheet is to provide individuals with a structured exercise for examining their developmental maturation stages. This exercise is designed to facilitate personal and professional development.

WORK SHEET ON LIFE CYCLES

Where are you in the Life Cycle?
What are your concerns?

1. Circle appropriate stage:

   Leaving Home (17-24) Reaching Out (23-28)
   Age 30 Transition (28-34) The Thirties (33-35 to 40)
   Age 40 Transition (40 to 45-47)
   Late Middle Adulthood (45-50)
   The Fifties (50-60)
   60 plus (50-retirement)

2. Concerns:

3. Implications for facilitating your personal development:

4. Implications for facilitating your professional development:

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CAREER DEVELOPMENT

Career development begins with the realization that each individual will go through many stages and changes in a lifetime. These stages and changes will affect a career choice and may limit available options or may increase career options. The individual will move along one of a number of possible pathways through the educational system and on into and through the work system. The fact you are an ABE/GED instructor today may change tomorrow with the purchase of a home and the need for a larger income. In May you may receive a degree in a different field (or even a related field) and increase your career options. Federal budget cuts may eliminate your current position and cause you to seek other employment. Obviously these and other external factors can affect the learning environment of the students you teach as well.

The question is what can you do to exert more control over your available options and assume a more active role in your own career development. As an experienced ABE/GED instructor, your skills are transferable laterally to another adult learning center. With your adult education teaching experience, you potentially can move vertically into a directorship or advanced supervisory position. You also possess transferable skills into educationally related fields such as higher adult education, continuing education, educationally related governmental agencies, training and manpower units of industry, consulting work, community education, etc.

As you examine your future career development, there are several factors that can and will

affect the direction(s) you take. These factors are: a) the general state of the economy, b) family background, c) chance, d) marital situation, e) sex of the individual, f) physical capabilities and impressionability, g) intelligence, h) temperament and values, i) learning and education, and j) acquired skills and experience.

The key to controlling (to the extent one is able) your development long desired career paths is in planning. Setting attainable career objectives is a very important part of the planning process. Keep in mind that an objective is a visualized end or result and must be realistically possible. The career objective must be challenging and demanding or it may not be realized due to a lack of motivation. Make sure that your objectives are clear in your mind and are measurable. The objective must be measurable in terms of a foreseeable time line and must have a degree of finality. You must know <u>if</u> and <u>when</u> the objective has been accomplished before you can move on to the next objective. Make sure your objectives are meaningful. They should take into account the aforementioned factors than can affect the availability of career options.

Appended is an exercise that will help you evaluate career possibilities.

EVALUATING A CAREER POSSIBILITY

Occupational Title: _____

Briefly describe this occupation. _____

_____

_____

_____

What needs, interests, and values would this occupation satisfy for you? ____

_____

_____

_____

What skills and training do you already have that this occupation requires or would utilize? _____

_____

_____

What skills and training do you lack that this occupation requires? _____

_____

_____

_____

What personality traits or attributes do you have that this occupation requires or would utilize? _____

_____

_____

_____

What personality traits or attributes are required by this occupation that you do not have or do not wish to use? _____

_____

_____

_____

How does this occupation fit into your short-range goals? _____

_____

_____

_____

_____

_____

How does this occupation fit into your long-range goals? _____

_____

_____

_____

_____

_____

What additional information do you need about yourself and/or this occupation in order to realistically evaluate its possibilities for you? _____

_____

_____

_____

_____

What steps do you need to take, both immediate and future, to attain this goal? Review goal setting criteria. _____

_____

_____

_____

_____

_____

This exercise requires an investigation of new career possibilities and the personal/professional resources required to change jobs. It also necessitates establishing goals and creating a plan of attainment.

The following table lists commonly used vocational/career inventories to assist individuals seeking occupational direction. Guidance counselors are trained to administer the inventories and interpret the results.

TABLE 1
Personality Types and Their Definitions

	Personality Types					
Definition	Realistic	Investigate	Artistic	Social	Enterprising	Conventional
Self-directed Search	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Vocational Preference Inventory scale scores	Realistic	Intellectual	Artistic	Social	Enterprising	Conventional
Holland scales for Strong	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Kuder Preference Record Scales	Outdoor Mechanical	Scientific	Artistic Musical Literary	Social service	Persuasive	Computational Clerical
Choice of Major Field*	Engineering Agriculture	Physics Math	Art Music	Education Social science	Business Administration Political scientist	Accounting Economics
Choice of vocation*	Surveyor Mechanic	Chemist Physicist	Artist Writer	Teacher Vocational Counselor	Salesman Executive	Accountant Clerk
Current occupation or work history						

*Holland, John Making Vocational Choices: A Theory of Careers. Prentice-Hall, Inc. Englewood Cliffs, New Jersey 1973.

PROFESSIONAL DEVELOPMENT

There comes a time in any experienced instructor's life when the need for further training and education becomes evident if one is to continue experiencing professional and personal growth. Training and education are significant factors in improving the experienced ABE/GED instructor's teaching effectiveness.

Education increases one's ability to differentiate new information and integrate or synthesize the information into a meaningful perspective. Education tends to free an individual from the limitations of an outlook formed from local environmental factors, social class, and national heritage. For the ABE/GED instructor, education allows the individual an opportunity to discover what is being done in other adult learning centers, at colleges and universities nationally and world-wide, and generally within the professional field. Education also encourages integration of information from fields other than adult education to enhance the learning environment that the ABE/GED student and instructor seek to create.

Training, contrary to education, seeks to make persons more alike. It aims to develop a shared language, shared skills, shared information, shared objectives, and, with time, shared values. "Thus while training starts with the task and conforms the learner to it, education starts with

the learner and uses tasks in the service of increased differentiation and integration (Chickering, 1976)." This manual provides an example of training as it seeks to share information, skills, language, objectives, and, indirectly, certain values with the experienced ABE/GED instructor in his/her adult learning center.

In Kansas, regular inservice sessions, professional association conferences, and irregularly scheduled professional workshops (oftentimes linked to grant monies) serve to provide training for experienced ABE/GED instructors, and attendance at such training sessions is encouraged.

Formal educational opportunities exist in Kansas in many diverse places and are administered in many diverse ways. In Kansas there are over 19 community colleges (many linked with adult learning centers) that offer formal educational opportunities in almost every county of the state. There are seven Board of Regents institutions of higher education, 19 private institutions (four-year colleges), and one municipal university in the state capital. There are telenet classes (classes over a telephone hookup) in 34 Kansas communities across the state. Home study (independent study) courses are administered by the University of Kansas (Lawrence, KS). Quiz-out and experiental credit evaluations are possible at many of the state institutions. Television courses are available in various parts of the state. Community-based outreach classes with courses covering a variety of material (oftentimes education-related) are offered statewide. At Kansas State University, there is the Non-Traditional Study (NTS) program that works exclusively with adult students who have traditional undergraduate degree needs/desires, but are unable to attend on-campus classes in the traditional manner. Also at Kansas State University, there is an adult education curriculum and degree program at the Undergraduate, Masters, and Doctoral levels specifically geared toward meeting the formal educational needs of ABE/GED instructors.

Examples of Adult Education Courses at Kansas State University

EDAO 318 — Adult and Continuing Education Colloquim: Discussion, assigned readings, and lectures over selected trends, developments, and problems which are peculiar to the overall field of Adult and Continuing Education. Self study is encouraged.

EDAO 540 — Contemporary Practice of Adult Education: Consideration of those andragogical processes critical to the professional practice of adult education in specific areas of application.

EDAO 614 — International Education: Contemporary overview of the field of international education and an introduction to three of its parts: comparative education, intercultural education, and developmental education.

EDAO 625 — Adult Basic Education Techniques: Emphasis on providing students with an understanding of the selection, utilization, and development of adult basic education, reference, resources, and other materials.

EDAO 680 — Introduction to Adult Education: A survey of adult education. Consideration given to articulation with other levels of education. Identification of changing needs are reviewed.

EDAO 754 — Adult Basic Education: Evolving adult basic and high school equivalancy education concepts will be examined. Program implementation, supervision, methods, and materials are emphasized.

EDAO 780 — Educational Gerontology: Designed for both the practitioner and those interested in educational gerontology as a field of inquiry, this course will combine both practice and theory. It will examine education for and about aging, with particular reference to the role, needs, and ability of persons in the later years as learners. Stressing current trends and prospective new developments in the field, it will include a review of present programs and discussion of the teaching-learning process for older adults.

Other courses of potential interest by title are:

EDAO 790 Characteristics of the Adult Learner

EDAO 791 Career Education

EDAO 820 Advanced Methods in Adult Teaching

EDAO 860 Non-Traditional Study for Adults

There are several other courses in the Curriculum and Instruction and Administration and Foundation departments in the College of Education at Kansas State University that also offer new information related to adult student instruction.

Informal educational opportunities abound in every community. These opportunities are primarily for personal enrichment purposes: community recreation programs, community education programs, University for Man (or free university classes), and many local agency or community organization produced activities.

PROFESSIONAL ORGANIZATIONS

Professional development can take the form of belonging and participating in professional associations. Selected meetings and conferences serve to recharge energies and give a chance to interact with colleagues who work in similar environments. Budget restrictions may not allow everyone working in a resource center to travel to all worthwhile meetings, but most supervisors encourage attendance at some state conferences. Also, most supervisors expect more than just attendance at these meetings. Participation is the key if you and your program are going to receive benefits from such conferences. There is ample opportunity to serve on various committees. Select an organization and become active.

Kansas Adult Education Association (KAEA)

Many of the members of the KAEA are directly or indirectly involved with adult basic education in the State of Kansas. Membership comes from professional adult educators in universities; community colleges; adult resource centers; unified school districts; community centers; government, hospital, and correctional facilities; the armed forces; and agencies dealing with aging.

KAEA is organized for the improvement and development of adult education in Kansas. The association offers members the opportunity for professional improvement and leadership through conferences and workshops dedicated to adult education in Kansas. The Kansas Adult Educator, published four times per year, serves as the association's newsletter and as a means of communication among people in adult education about adult education.

Annual membership dues are $7.50 and the membership year is from July 1 to June 30. A fall and a spring conference highlight the year.

For more information, contact: Dr. Jimmy Peppers
Dunbar Adult Center
923 Cleveland
Wichita, KS 67214

Missouri Valley Adult Education Association (MVAEA)

MVAEA is a regional professional association designed to enhance the image of both members and the field of adult and continuing education. Emphasis is on professional growth and program expansion. Membership includes managers, administrators, and instructors from education, business, industry, and government.

MVAEA encompasses seven states: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota. MVAEA is an affiliate of two national organizations--The Adult Education Association of the United States (AEA/USA) and the National Association for Public Continuing and Adult Education (NAPCAE).

MAVEA is the oldest regional adult education association in the nation, having had its beginnings in 1938.

Annual dues of $5.00 entitles the member to receive the newsletter, "Happenings in the Valley", and the MVAEA Journal, which serves as a report of the annual conference and discusses significant activities from all seven states. Dues will increase to $10.00 annually in 1983.

The annual conference is conducted in the spring of each year and rotates locations among the seven states. The 1983 conference will be in Des Moines on April 21 - 22 and the 1984 conference will be on April 5 - 6 in Manhattan.

For more information, contact: Jim Lenz
Assistant Dean of Instruction
Dodge City Community College
14th Avenue & Bypass 50
Dodge City, KS 67801

American Association for Adult and Continuing Education (AAACE)

In 1981 the governing bodies of the Adult Education Association of the United States (AEA/USA) and the National Association for Public Continuing and Adult Education (NAPCAE) voted to consolidate. The consolidation creates a new national professional adult education organization to be known as the American Association for Adult and Continuing Education (AAACE).

AAACE will emerge following the 1982 National Adult Education Conference in San Antonio on November 12 - 16. Work has already begun to develop policies and operational guidelines for AAACE. The new organization will embody the strengths of the two organizations it is replacing. Members will work to promote increased lifelong learning opportunities for citizens and to give leadership and direction for adult and continuing education.

AAACE will impact public policy, serve as a linkage with other allied organizations, publish newsletters and journals, organize programs, conferences and consultative services, and develop special commissions, sections, and committees for interest groups within the association.

Membership fees vary for AEA/USA. The NAPCAE membership is $45 annually. By joining either association before November 12, 1982, you can become a founding member of AAACE.

For more information about NAPCAE, contact:

Joy Choens
Community Resource Center
215 S. Gordy
El Dorado, KS 67042

One special area of interest to Adult Basic Educators is the Commission on Adult Basic Education (COABE). COABE represents adult educators whose major concern is to promote and improve instruction for adults in literacy and basic skills. COABE will undoubtedly survive the consolidation and Kansas adult educators may want to consider joining AAACE and one of its program units such as COABE. Annual membership in COABE is $5.00 and the journal subscription costs $8.50 per year.

For more information about AEA/USA, AAACE, or COABE, contact:

Theodore W. Wischropp
Director of Development
Division of Continuing Education
301 Umberger
Kansas State University
Manhattan, KS 66506

Presently, NAPCAE, AEA/USA, and COABE publish journals and newsletters. These same publications will probably continue with the new AAACE organization with some possible format changes. All publications provide up-to-date material and techniques in the field of adult education.

The following journals and newsletters are available. Some subscriptions may be included in the membership fee, while others may require additional payment. Some can be subscribed to separately without belonging to the organization.

NAPCAE: PULSE, bi-monthly

TECHNIQUES, bi-monthly

NAPCAE Exchange, tri-monthly

AEA/USA: Lifelong Learning: The Adult Years, monthly

Adult Education, monthly

COABE: Adult Literacy and Basic Education, quarterly

Other publications of interest are the following:

The Learning Connection

Lifelong Learning Resources
c/o Free University Network
1221 Thurston
Manhattan, KS 66502
Published quarterly
@ $10.00 per year

The Adult Learner

The GED Institute
1600 North 49th
Seattle, WA 98103
Published quarterly
@ $25.00 per year

Adult Education Clearing-house Newsletter

Center of Adult Continuing Education
Montclair State College
Upper Montclair, NJ 07043
Published monthly
@ $14.50 per year

Those who are interested in finding out more about these national professional organizations may contact any member of this manual's advisory council for additional information, addresses, or membership fees. Membership fees are tax deductible. To preview journals or newsletters, you may write the organizations or publishers for sample copies before subscribing to them.

Some adult basic educators are becoming interested in staff training and development organizations. The American Society for Training and Development (ASTD) is probably one of the best known (18,000 members) and serves the professional needs of specialists in training, adult education, and human resource development. ASTD is composed of 113 chapters in nine geographical regions. Dues for national membership are $60.00 per year. National members may also join a division in the area of their expertise or interest for an additional $10.00 per division. For information on ASTD national membership, write:

American Society for Training
& Development
P.O. Box 5307
Madison, WI 53705

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INTAKE AND COUNSELING

Chapter II

INTAKE AND COUNSELING

INTRODUCTION

The ABE/GED instructor is in most cases the key contact person between students and the ABE/GED program. The ABE/GED instructor may be the first person in their experience who shows genuine concern and care about their well being. The instructor is often one of the first persons to establish a helping relationship with the student. It is through this relationship that students are encouraged to use their own resources and coping skills to establish goals and make decisions to achieve these goals.

It is also the instructor who is most likely to inspire the students' confidence and make it possible for them to open up and talk about their ambitions, feelings, needs, hopes, and personal dilemmas. As the students progress through the educational program, the instructor will from time to time be asked to serve many roles--including instructor, advisor, and counselor.

Most adults need and desire counseling. Regardless of the students' age, there is the constant need for new information with which to make realistic choices and decisions. The counseling process ideally creates an interaction

between the educational needs of the students, their circumstances as they see them, their goals, and the means for achieving those goals.

ABE/GED students cannot separate their educational needs, desires, and ambitions from their personal needs and concerns. These students bring multiple needs into the educational setting: past learnings; perceptions and values; present life circumstances; and future hopes, dreams, goals, and ideals. Some students enter an educational program hoping to satisfy their need for recognition, security, involvement with others, and/or personal growth from challenging experiences. Others enter the program because of their need for power, affiliation, and achievement. For the students to feel successful in the learning process, these needs must be constantly reinforced.

The most important need of the students as they enter the educational setting is to achieve and move from a perceived minus education and self esteem status to a perceived plus education and self esteem status. The students' success, however, depends upon how their needs are satisfied once they enter the educational setting, and how important the learning they are doing seems to them in relation to other needs. Research indicates that the most successful learner is one who has both social and economic stability. Individuals who have one or the other or neither often function at a "basic need for maintenance" level and will profit the most from a referral to the appropriate resource. Many ABE students fit in this category.

INTAKE

The intake process begins when a person expresses interest in taking the GED or in learning more about entering an ABE/GED program. At this point the questions that you ask the students, the verbal and non-verbal type of responses you communicate, and the type of forms the students are asked to fill out are very important. The initial impression of the program that the students form

through the intake process will determine whether or not they will ever even attend class, or take advantage of any instruction or testing. Person to person dialogue is the best way to introduce the students to an ABE/GED program. Registration forms, questionnaires, and assessment tools should follow the verbal dialogue process. The goal of this initial dialogue should be to work with the students in the here and now and to respond clearly to the questions and concerns the students have about the program. Specific closed questions such as "what is your address?" can be used to obtain specific facts and to help the students begin the conversation. Questions that begin with when, what, where, how, or who help to draw the students more actively into the discussion and allow more explanation of needs, wants, problems, goals, and objectives. Clarifying questions such as "Tell me more about. . .," or "Did I hear you say. . .?" also serve to help the students expand or clarify a thought or idea that was previously expressed.

Throughout this intake/interview process, the most essential ingredient for prospective ABE/GED students is how they were listened to by you. The way you listen has a far greater impact on a person than the way you talk. It is through the way you listen that you communicate how much you really care about the other person.

Good listening is more than passive silence--it is active, attentive, open-minded participation. It requires that you act like a good listener by: (1) maintaining good eye contact, (2) sitting attentively and looking as if you're enjoying

listening by nodding your head, smiling, or laughing when appropriate, (3) asking questions and reacting through verbal comments, and (4) being relaxed yet attentive to the one who is talking.

Non-verbal clues are an integral part of the listening process which often tell you more than the spoken word. Watching the person's posture, gestures, and facial expressions will enable you to interpret moods, feelings, problems, and meanings to what the student says verbally. These non-verbal clues will assist you in understanding and interpreting the hidden agenda of many individuals who are especially difficult to communicate with.

After talking with the students, follow up with the necessary registration forms to gather pertinent information. Most registration forms will tell you such things as the person's name, age, address and sex, amount and kind of previous education, and some general reason for enrolling in the program. As a general rule, the forms should be simple, easy to understand, and impersonal enough to avoid making the students feel that their privacy is being infringed upon. The section on Record Keeping will help in selecting such forms.

A needs assessment, such as in Table 1, can provide you with information about the student that can be used in educational, career, and/or personal planning. Needs assessment information can also be used by your program to determine future

areas of emphasis and development. Other assessments are described in the chapter on Assessment/Testing.

COUNSELING

An effective teaching climate is one which is characterized by active student involvement in the teaching-learning process, relevant planned learning experiences, an effective communication process, and an attitude of openness and trust. This is the same climate conducive to effective counseling. It is in this climate that the instructor can utilize counseling skills to help students in their personal planning and decision making process. An effective teaching-counseling climate strives to cultivate attitudes of acceptance, rapport, respect, and freedom in the classroom. Patience with and sensitivity to others as well as honesty in analyzing personal feelings on various matters is valued. Mutual respect and acceptance of self and others is also valued. The physical setting should also be arranged in such a way as to maximize a relaxed atmosphere.

Feelings are especially important to consider in the counseling process. Feelings are communicated by the instructor to the students both verbally and nonverbally. Recognizing the hard work that the students do in class and letting students know that their regular attendance and study outside of class are appreciated are all ways of saying "I care about you". Addressing students by their names, phoning them when they are absent, expressing interest in their families and hobbies, greeting students upon arrival to class, and staying after class for students who desire extra time are all actions that enhance the "helping" relationship.

Developing a helping atmosphere and a learning climate requires that you relate to your students on a "people to people" basis and provide your students a chance for "rap" sessions in which feedback can be given. It is imperative that your students feel that they are recognized as persons worthy of respect and seen as capable of making decisions for themselves. You must demonstrate understanding and acceptance of students and not pass judgment on them. You must show empathy or an attitude of "feeling with" the student as opposed to sympathy or your "feeling for" the student. Through these attitudes you can assist students in realizing how they perceive and relate to their world and thereby help them bring their problems into perspective and enable them to make positive decisions with regard to their situation.

The kind of counseling that you will be able to provide will be limited by time and your skill or training. As a general rule, in addition to your teaching role, you can be most effective with adults in providing educational and/or career/life planning. Educational planning consists of experiences related to helping the students develop study skills, adjust to new ways of learning, overcome or compensate for fear of tests, modify defensive behavior

in accepting knowledge from others, and develop their own desire to motivate themselves toward further self improvement. Career/life planning is a term used to describe a process of helping a student identify various alternatives available to help in making a decision about a career direction. Individual problems and concerns that cannot be dealt with in a classroom setting should be referred to the appropriate community agency. Individuals who are psychologically disturbed or individuals in crises or under great stress are included in this category.

Educational planning is discussed in the chapter on Curriculum Integration. A more detailed discussion of career planning follows.

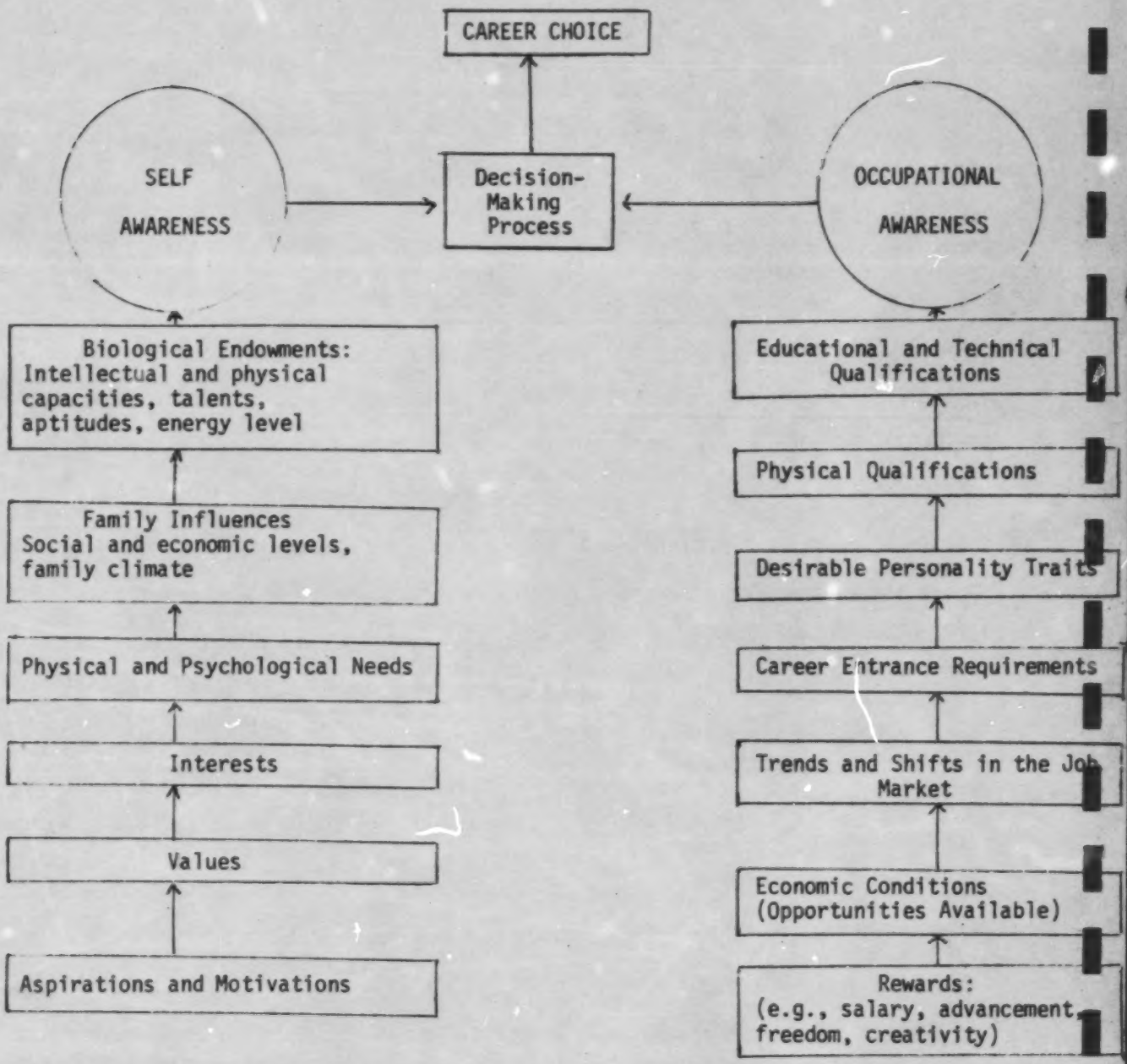
CAREER/LIFE PLANNING

Students who enroll in ABE/GED programs tend to have very practical, although usually very general, thoughts about how new learning or getting a GED will be of value to them. They tend to perceive the new learning to be valuable as a means of improving themselves occupationally, financially, and personally. Often their knowledge of careers, career opportunities, job availability--along with their understanding of their own capabilities and abilities--is inadequate and unrealistic. They have a need to see how the various parts of their lives fit together to form a whole and to see how possible career plans can fit into life plans. Career planning cannot be separated from life planning and life planning cannot be separated from career planning.

The manner in which you help your students in the career/life planning process will depend upon both you and the students. To be effective in helping the students do career/life planning, you must be interested in working with them in this area, utilize appropriate counseling skills, and be knowledgeable about resources including books and other printed materials, as well as referral agencies.

The following model lists the factors to consider in helping students develop both the self awareness and occupational awareness necessary in order to make career decisions.

FACTORS IN CAREER PLANNING



Numerous resources are available to help determine the student's self and occupational awareness. These include:

1. Vocational interest inventories (See Assessment Chapter);
2. Career planning and occupational information publications (See Table 2 and Table 3);
3. Self-assessment instruments, including value clarification (Table 4), skill identification (Table 5), and decision making (Table 6);
4. Career counseling services at universities and community colleges.

A crucial element in educational or career/life planning process is goal setting. You can help your students set and achieve goals using the guidelines listed below.

Goal Setting Criteria: For the Student

Successful goal setting and achievement is the result of planning, thinking, and doing. It involves skill. It is not accidental. The following criteria are to be met as you set a goal:

1. The goal is specific. It says exactly what you want to accomplish. For example, this is a specific goal: "To pass the GED I will study my GED materials for one hour each day."
2. The goal is measurable. There is something by which you can gauge your progress and tell when you've reached your objective. For example, you can measure reaching your goal by taking the GED examination.
3. The goal is challenging. Your goal should require you to do something which will allow you to grow and improve yourself. Goals are stimulating when you commit yourself to actions which will stretch you to do your best.
4. The goal is realistic. Your goal must be something that is attainable given your knowledge of yourself.
5. The goal is time-limited. You should not direct a goal to some vague period in the future. You should select a reasonable time limit in which you can accomplish your goal.

6. The goal is useful. Your goal needs to bridge the gap between where and what you are now and where and what you want to be.

In helping the students in life planning and decision making, it is well to remember that your responsibility is not to provide prescription information in responding to questions. Your task is to provide students with information and resources to use in seeking out their own answers.

Listed below are important considerations in working effectively with students:

1. Identify the right question. Since frequently a verbalized question is not the real question being raised, you must take care to be sure that the stated question is not a reflection of an unstated question.
2. Seek out additional information.
3. Jointly define the concern.
4. Explore students' feelings about the concern. It is important to keep in mind that feelings are as important as the facts.
5. Help the students explore alternatives.
6. Contribute relevant information slowly. It is important not to overwhelm the students with information but rather to provide information in such a way as to insure that they understand its relevance.
7. Don't give advice. The goal of a helping and planning relationship is ultimately independence and autonomy for your students. By giving advice you take over the responsibility from the students and develop a dependent relationship with them.
8. Let your students solve the problem. Remember that your role is to contribute information, to provide understanding and support, and encourage the students to seek their own answers.
9. Summarize the outcome of the planning session.

There are some specific counseling techniques that are also important to use when working with students and their personal concerns. Two of them are paraphrasing and clarifying. Paraphrasing involves restating the students' messages into a condensed statement. This serves to communicate to the students that they were listened to, understood, and encouraged to go on. The students may also gain a clearer perception of what they said and a sense of direction to their rambling statements. Clarifying involves one step beyond paraphrasing in that you make a guess regarding the meaning of the students' basic message. Useful statements to use include: "I'm not sure I understand, could you tell me more?", or "I'm confused, let me try to state what I think you were saying...", or "I want to check with you what I'm hearing...".

Counseling techniques that are useful to use in a classroom setting are listed below.

Small Group Discussion. This technique involves a structured process of interaction between a small group of students. This tehnique is effective in getting all participants involved in the decision-making process. The instructor introduces a topic or a situation that is important in varying degrees to the entire class. Class members break into small groups of between four to eight persons and each group defines the problem, lists and analyzes solutions, selects a solution, and then develops a plan of action for implementation.

Brainstorming. This technique encourages the sharing of ideas and thoughts on a topic on an unrestricted basis. Its purposes are to increase communication between individuals on a non-judgmental basis, develop a group feeling, and help the group to focus on a variety of alternatives.

Brainstorming works well in a group of 15 to 20 persons. It requires that the instructor guide the group in expressing ideas and in making sure that no restrictions are imposed on any of the suggestions.

As a classroom counseling tool, brainstorming can be very useful in helping individuals objectively identify problems that bother them upon entering an ABE/GED program. By asking students to list things--such as all

the things that they think affect learning, or the fears that keep adults away from classes, or the ways in which individuals can achieve their goals--students in essence can talk about their own concerns without claiming them as their own. The group feedback that occurs in talking about these concerns can be most helpful to individual students in considering solutions to their concerns.

Role Playing. This technique provides a structure in which individuals design and act out behavior related to a real problem or situation in a non-threatening climate. It provides information that can be useful in the decision-making process and is a tool to help individuals open channels of communication and examine particular problems or situations which may be uncomfortable for many in the group.

Role playing involves a small number of class members to act out a situation who in turn are observed by the remainder of the class. Several ground rules are necessities when using this technique. They include:

1. Individuals should be involved in roles that are personally non-threatening.

2. The problem or situation that is presented must be clearly defined.

3. The instructor should serve as the moderator and monitor the role playing and guide the discussion in a follow-up session.

Value Clarification. This technique is an interactive process in which individuals develop and utilize thinking, choosing, communicating, feeling, and acting to make value decisions and apply the valuing process to their own lives. It can also be useful in helping students focus on setting their goals.

Value clarification consists of a series of activities or handouts that the students work through. (See Table 4).

These classroom techniques can be most helpful in facilitating the teaching-learning process and in structuring a learning environment to help students achieve their goals.

CONCLUSION

The intake and counseling process is a crucial component in a successful ABE/GED program. Students enter ABE/GED programs with multiple needs and usually bad feelings about previous experiences in educational settings. Often their ability to achieve success in educational material hinges upon satisfying personal needs and concerns. The ABE/GED instructor is in many cases the person with whom the students feel they can open up and talk with about their ambitions, goals, feelings, needs, and personal concerns. It is in this helping relationship that the ABE/GED instructor can be most effective in aiding the students to develop the skills to solve their own problems and to be successful in setting and completing learning objectives.

The ABE/GED instructor must decide the extent to which he/she has the time and skills necessary to do effective educational and/or career/life planning with students. The value of the combined teaching-counseling relationship lies in the relevancy it provides to the students in meeting their learning needs. The goal of such a relationship is ultimately self-directed learning.

*FACILITATING PERSONAL DEVELOPMENT OF STUDENT

Be interested in students as individuals, their goals, and their problems.

Encourage the maximum use of their ability.

Show an interest in them as a person.

Help direct them in achieving their potential.

Discuss their feelings about their career areas.

Establish rapport.

Help to analyze and interpret their interests and abilities as they relate to present day needs and opportunities.

Encourage them to consider issues more deeply, to explore more fully and frankly their own position.

Be familiar with them, get to know them.

Respond sensitively and imaginatively to their feelings.

Help them to develop self-awareness.

Help them to recognize their responsibility for exploring their goals and needs.

Assist them in making adequate and satisfying adjustment to the world around them, its responsibilities, and its opportunities.

Discuss their plans from their point of view.

Help them to be more aware of themselves, of educational and career opportunities, and of their interaction with these opportunities.

*Schipper, Marilyn J. ed. Peer Counselor Handbock for Adult Basic Education

*ADULT LEARNER NEEDS ASSESSMENT SURVEY - TABLE 1

DIRECTIONS: The Adult Learner Needs Assessment Survey is an untimed questionnaire designed to evaluate the education-related needs of adult learners. By answering the following questions, you will assist adult educators in identifying and developing programs and services that better address the needs of individuals like yourself. The information you supply on this questionnaire will be kept confidential. Your name, address, telephone number, and Social Security number will enable college personnel to identify your responses and contact you directly. The data you supply will be used for research purposes and will not be individually listed on any report. If, however, any question requests information that you do not wish to provide, feel free to omit it.

BACKGROUND INFORMATION

Begin by filling in your name, address, and telephone number in Block A. Next, write your Social Security number in the large boxes in Block B.

Complete the remaining blocks by placing an "X" in the most appropriate box.

A. NAME, ADDRESS AND TELEPHONE NUMBER

Name

Street Address

City, State Zip Code

Telephone

B. SOCIAL SECURITY NUMBER

C. AGE __ D. SEX __

E. RACIAL/ETHNIC GROUP

__ Afro-American/Black
__ American Indian, Alaskan Native
__ Caucasian-American/White
__ Mexican-American/Chicano
__ Asian-Amer. Oriental, Pacific Islander
__ Puerto Rican, Cuban, Other Hispanic Orig
__ Other
__ Prefer Not to Respond

F. HOW LONG HAS IT BEEN SINCE YOU WERE LAST ENROLLED IN SCHOOL

__ Currently
__ 1-5 years
__ 5-10 years
__ More than 10 years

G. WHAT IS YOUR CURRENT FAMILY INCOME

__ Less than $6,000
__ $6,000 - $8,999
__ $9,000 - $11,999
__ $12,000 - $14,999
__ $15,000 - $17,999
__ $18,000 - $20,999
__ $21,000 - $23,999
__ Over $24,000
__ Prefer No to Respond

H. WHICH ONE OF THE FOLLOWING BEST DESCRIBES WHAT YOU ARE CURRENTLY DOING?

__ Employed (Including Full-Time and Part-Time, Self-Employment, Farming, etc.)
__ Serving in the Armed Forces
__ Caring for a Home/Family
__ Retired
__ Other

I. IF YOU ARE CURRENTLY EMPLOYED, PLEASE INDICATE YOUR TYPE OF OCCUPATION

__ Clerical or Secretarial Worker (Typist, Bookkeeper, etc.)
__ Craftsman or Foreman (Carpenter, Bricklayer, etc.)
__ Farmer/Rancher
__ Laborer (Construction Worker, Longshoreman, etc.)
__ Machine or Vehicle Operator
__ Manager, Business Owner
__ Sales Worker (Retail Sales, Insurance Sales, etc.)
__ Service Worker (Janitor, Cook, etc
__ Other

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*Modified from the American College Testing (ACT) Adult Learner Needs Assessment Instrumen

TABLE 1 (cont.)

PERSONAL AND EDUCATIONAL NEEDS

For each of the items listed in this section, check the level that best indicates your educational or personal needs.
Mark the first column if you feel that you need a lot of assistance in the area described in the item.
Mark the last column if the item is not important or does not apply to you.
Mark only ONE item for each category.

I need a lot of help in this area	I need a medium amount of help in this area	I need a little help in this area	This area is important, but I need no further help	This area is not important or does not apply to me.	
			X		A. Developing independence
	X				B. Learning how to concentrate better
X					C. Getting out of bed in the morning
					1. Increasing my skills in mathematics
					2. Improving my writing skills
					3. Developing my speaking ability
					4. Improving my understanding of what I read
					5. Increasing my reading speed
					6. Improving my study skills and habits
					7. Learning how to take tests better
					8. Developing and demonstrating confidence in myself
					9. Learning how to handle pressure from friends, family, instructors, or myself
					10. Learning how to better make decisions and solve personal problems

TABLE 1 (cont.)

I need a lot of help in this area
I need a medium amount of help in this area
I need a little help in this area
This area is important, but I need no further help
This area is not important or does not apply to me.

___	___	___	___	___	11.	Becoming more independent
___	___	___	___	___	12.	Setting goals in my life
___	___	___	___	___	13.	Learning how to manage my time better
___	___	___	___	___	14.	Learning how to budget my money more wisely
___	___	___	___	___	15.	Learning how to maintain my physical and mental health
___	___	___	___	___	16.	Understanding my rights and responsibilities as a consumer
60 ___	___	___	___	___	17.	Identifying my strengths and abilities
___	___	___	___	___	18.	Identifying career areas which will fit my current skills, abilities, and interests
___	___	___	___	___	19.	Learning about job opportunities in my career interest areas
___	___	___	___	___	20.	Learning more about training requirements for jobs I'm interested in
___	___	___	___	___	21.	Learning about the income potentials of jobs in my career interest areas
___	___	___	___	___	22.	Learning where to get the training necessary for jobs in my career interest areas
___	___	___	___	___	23.	Getting some full-time job experience in a new career area
___	___	___	___	___	24.	Arranging to discuss my career interests with people employed in the same area
___	___	___	___	___	25.	Obtaining part-time work in my career interest area
75 ___	___	___	___	___	26.	Learning how to find job openings
___	___	___	___	___	27.	Learning more about how to interview for a job

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TABLE 1 (cont.)

I need a lot of help in this area
I need a medium amount of help in this area
I need a little help in this area
This area is important, but I need no further help
This area is not important or does not apply to me.

___	___	___	___	___	28.	Learning how to develop a personal resume
___	___	___	___	___	29.	Getting advice about my educational plans
___	___	___	___	___	30.	Learning more about entrance requirements for educational programs that interest me
___	___	___	___	___	31.	Selecting an educational program to meet my interests and skills
___	___	___	___	___	32.	Learning more about enrollment procedures (registration, fee payment, etc.)
___	___	___	___	___	33.	Securing transportation to and from class (carpooling, mass transit, etc.)
___	___	___	___	___	34.	Obtaining child care services
___	___	___	___	___	35.	Getting along better with the people I work with
___	___	___	___	___	36.	Understanding and expressing my personal values
___	___	___	___	___	37.	Learning how to make more or closer friends
___	___	___	___	___	38.	Learning how to improve my personal appearance
___	___	___	___	___	39.	Coping with the problems of being a single parent
___	___	___	___	___	40.	Dealing with the problems of divorce or separation
___	___	___	___	___	41.	Raising children in today's complex society
___	___	___	___	___	42.	Gaining a better understanding of people or different races and cultural backgrounds
___	___	___	___	___	43.	Dealing with people who think and feel differently than I do
___	___	___	___	___	44.	Learning how to deal effectively with community problems

TABLE 1 (cont.)

I need a lot of help in this area
I need a medium amount of help in this area
I need a little help in this area
This area is important, but I need no further help
This area is not important or does not apply to me.

___	___	___	___	___	45. Learning how to participate in governmental activities
___	___	___	___	___	46. Dealing objectively with discrimination (race, sex, age, etc.)
___	___	___	___	___	47. Coping with marital stresses and problems
___	___	___	___	___	48. Dealing with the conflicts of job, family, and education

If you wish to make any comments or suggestions, please use the lines provided below.

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TABLE 3

IF YOU'RE LOOKING FOR A JOB, HERE ARE SOME SOURCES:

1. Want Ads--All local newspapers
2. Kansas State Employment Service
3. Industrial and Craft Unions

   See Labor Organization, Yellow Pages of Telephone Directory
4. U.S. and Kansas Civil Service
5. Private Employment Agencies--Temporary and Permanent

   See Employment Agencies and Employment Contractors, Yellow Pages
6. Organization Employing Workers in Your Field
7. Professional Associations and Journals

TABLE 4

VALUES

TEN THINGS I LIKE TO DO

Now quickly list ten things which you really like to do. Be as spontaneous as possible in making this list.

ACTIVITY	A/P	$	R	I	T	*	DATE	VALUE
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

In the box below are explanations of the headings on your activity list and instructions on how to use them. Follow the instructions for each coding and complete each before proceeding to the next. The purpose of these codes is to help you discover what you value in those things you enjoy doing.

A/P--Place an A after each activity which you prefer to do alone. Place a P after each activity which you prefer to do with people.

$--Place a $ after each activity which costs over $5 each time you do it.

R--Place a R after each activity which you see as containing an emotional, intellectual, or physical risk for yourself.

I--Place an I after each activity which you usually initiate.

PL--Place a PL after each activity which for you requires planning, prior to doing it.

T--Place a T after each activity which you would enjoy more with more training.

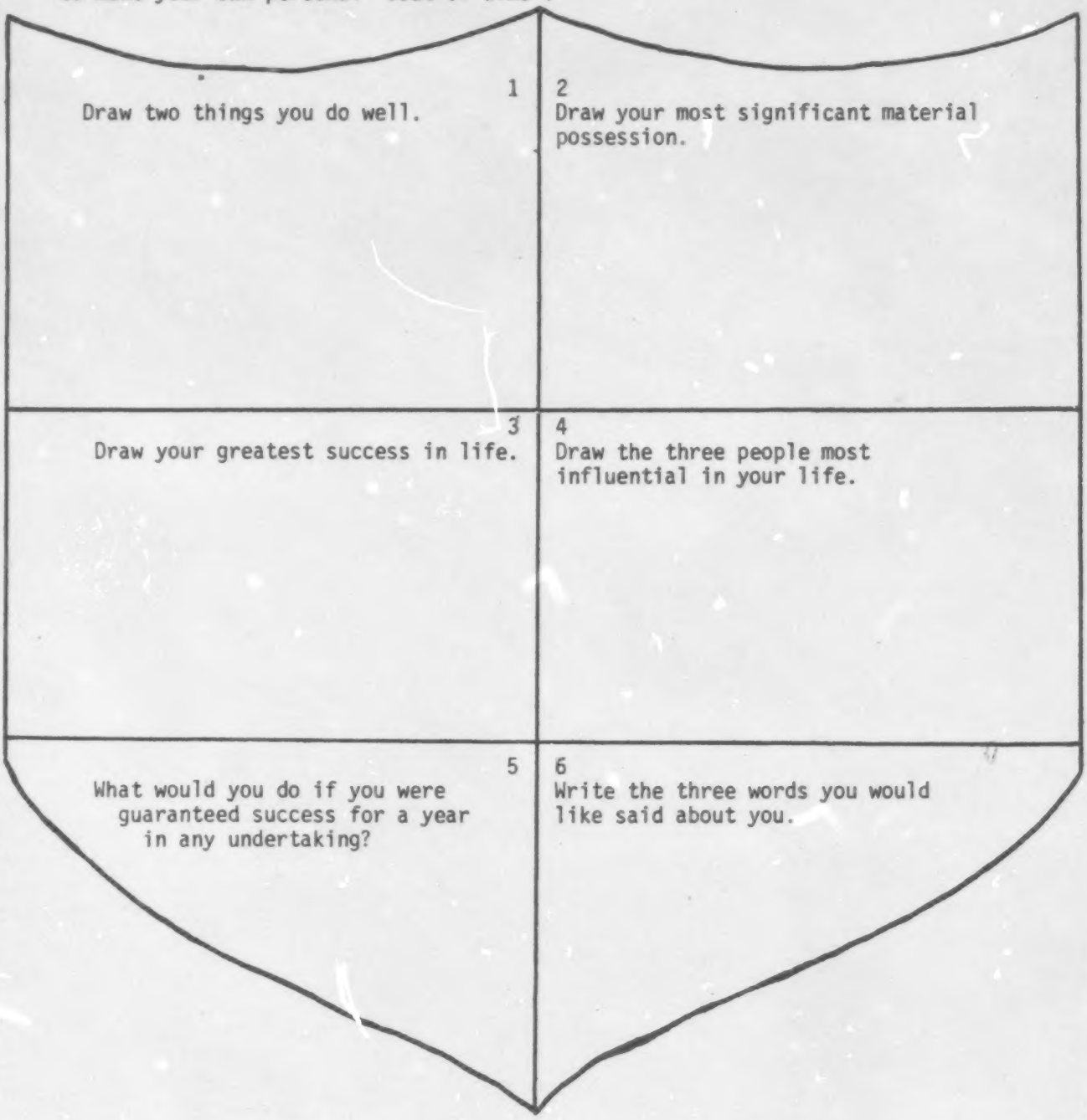
*--Star the five activities which you would least like to give up.

DATE--Place the approximate date that you last engaged in each activity.

VALUE--Indicate in one or two words what you like (value) in the activity.

VALUES TABLE 4 (cont.)

Without a concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms".


1
Draw two things you do well.
2
Draw your most significant material possession.
3
Draw your greatest success in life.
4
Draw the three people most influential in your life.
5
What would you do if you were guaranteed success for a year in any undertaking?
6
Write the three words you would like said about you.

*Deciding: A Leaders Guide, Gelatt, Varenhorst and Carey, College Entrance Examination Board, New York, 1972.

I learned that I . . .

TABLE 5

Skills Analysis Form

Students _____

Date _____

Accomplishments	Skills Used
jobs I've done at home or for neighbors or relatives, paid or unpaid; for example, babysitting, window washing, yard work.	
groups such as church groups, clubs, service organizations, Scouts, 4-H; for example, offices, honors, committee work, fund-raising.	
interests and hobbies; for example, stamp collecting, calligraphy, dancing, sports.	
volunteer work; for example, church, hospitals, teacher aide.	
classes I've taken; for example, drafting, cooking, woodworking, typing.	

Circle the skills which can be used in many jobs.
Make a check mark next to skills you like to use.

Skills Checklist

acting
adapting
analyzing
assembling
being a team member
being precise
being sensitive
building
calculating
caring about
caring for
chairing
classifying
cleaning
collecting
committee working
comparing
computing
constructing
cooking
cooperating
coordinating
copying
creating
cultivating
deciding
delegating
designing
directing
displaying
dramatizing
editing
empathizing
encouraging
enlisting
entertaining
estimating
evaluating
explaining
expressing
feeding
filing
finding
fixing/repairing
following through
following instructions
giving instructions
guiding
helping
handling
identifying
illustrating
imagining
improvising
initiating
instructing
interviewing
inventing
keeping records
leading
listening
locating
making layouts
managing
measuring
meeting people
motivating
negotiating
observing detail
operating machines or vehicles
organizing
participating
performing
persuading
planning
planting
preparing
producing
promoting
protecting
reading
recruiting
remembering
reporting
researching
reviewing
risking
selecting
selling
sewing
showing foresight
sketching
solving problems
speaking
supporting
systemizing
tabulating
teaching
testing
timing
training
typing
using tools
visualizing
writing

TABLE 6

DECISION MAKING

1. Identify the problem or decision to be made
2. Gather information
3. Identify alternatives
4. Weigh the pro's and con's of each
5. Choose among alternatives
6. Take action
7. Review decision and make changes if indicated

To be a decision maker you need to know something about your own characteristics and the conditions of your environment. You need to determine what can be changed and if you want them changed. Answering the following questions will help you move through the steps in career decision making.

CAREER DECISION-MAKING SKILLS

Decision-Making Skills	Questions to be Answered
Clarifying Goals	What do I want to achieve? When do I want to achieve it?
Gathering Information	What information do I need to have? How can I get more information?
Anticipating the Future	What social and economic changes may occur in the future? What is likely to happen to me in the future?
Interpreting Experiences	What have I done that relates to my options? What does my experience suggest I might look for?
Identifying Opportunities	What options have I been given? What options can I imagine?
Assessing Opportunities	What are the benefits and costs of my options, for myself and others? What are my chances of succeeding with my options?

ASSESSMENT

Chapter III

ASSESSMENT

The enrollment of new students into the adult learning situation requires formal and informal assessment of their motivation, evaluation of their strengths and weaknesses, and analysis of what they anticipate will be their benefits from the learning experience.

Informal assessment comes during the initial interview, possibly while the enrollment form is being completed. Conversation with the student will reveal reasons for coming into the program and expectations of the time spent with you.

This section will deal with the formal assessment. A myriad of testing tools is described which might help you answer a need for particular information about your students' ability or disability.

PLACEMENT

To Determine Initial Program

Primarily it is necessary to ascertain where the student is functioning. A short word recognition test will reveal the reading level. Examples are San Diego Quick Assessment, BOTEL, SORT, WRAT, or TNAT. The basic structure and function of each test is as follows:

The San Diego Quick Assessment provides a guage of the student's level of reading ability and detects errors in word analysis.

The Botel Reading Inventory is an instrument to identify reading grade levels for readers or non-readers -- the concept of opposites.

The Slosson Oral Reading Test (SORT) provides for the initial placement based upon power of word identification.

Wide Range Achievement Test (WRAT) is a screening instrument in math, spelling, and word identification.

Test That's Not A Test (TNAT) provides for initial screening and indicates instructional levels based on oral reading ability.

These instruments are described in detail on pages 97, 98, and 99 of the Entry Level Training Manual.

EVALUATION

To Evaluate and Measure Your Student

Good tests yield reliable and valid scores with a minimum investment of time and money. You can profit most from this investment by using these tests and test booklets, interpreting the scoring, and using the results to direct the student's learning. Experience with these tests can provide insight to determine and to predict instructional needs. This may be the first time in many years the student has experienced any kind of testing. Be sure your explanations and instructions are very clear. Repeat them more than once. Be patient. Be ready to answer the simplest, most obvious questions. Your own friendly, relaxed attitude will help reassure the student. You may use simple materials for practice-testing in advance so your student can be familiar with the testing process. Check the wording on the test. Be sure your student understands. It might be advisable to read the instructions orally. Some students may do better with verbal tests given in private. They may know the material but have difficulty with writing.

To accomplish the most effective learning experience and diagnosis of the student's competencies, to determine the instructional levels, and to assist in the selection of published tests to use in a particular setting, a list of tests from different sources is included here. A complete description of each test is

in the Entry Level Training Manual on pages 100, 101, and 102.

Steck-Vaughn Placement Survey for ABE will assess the achievement level of vocabulary development, reading ability, language skills, and math understanding.

The Test of Adult Basic Education measures achievement in reading, arithmetic, language, and spelling.

The Peabody Individual Achievement Test is a wide-range screening measure of math, reading, spelling, and general information.

Steck-Vaughn's Guide to Competency assesses students' skills and correlates materials with APL competencies.

Kansas Adult Test Battery measures achievement in language, math, and reading correlated to GED test.

The Michigan Prescriptive Program measures 39 items in English and 49 items in mathematics and keys items to study materials.

All major publishers of adult education materials have developed their own series of workbooks to build skills in preparations for successful completion of GED.

All of these series start with a pre-test or diagnostic inventory to pinpoint areas of need. Each has a volume or program of instruction which correlates with the examination. The topics are selected to provide general and supporting concepts in each of the five content areas.

PREDICTION

To Predict Performance

A turning point is reached when the student has completed the prescribed course of study. Reinforced by the judgment of the instructor, a prediction of success on the GED examination can be utilized. This prediction can be based on the textbooks as the last section of the major GED texts is devoted to a post-test, a simulated GED, or an assessment of the content area to show progress, growth, and skill mastery.

The GED Testing Service has developed and turned over to Steck-Vaughn two official practice tests (form A and B) to help determine the student's readiness to take the GED examination. The practice tests also identify general areas of strengths and weaknesses. It is very similar to the actual test so it gives the student an experience which may help to relieve some test anxiety. The results obtained can be used to indicate how the student will likely perform on the full-length tests and are useful in helping the candidate decide whether to continue the educational process or start the testing procedure.

It is helpful in reviewing the test results to go over the questions and answers with the student as an additional study tool -- to review each question missed, look at the options offered, eliminate the incorrect choices, and examine with the student the reasons for making the choice.

Another available prediction option is the General Educational Performance Index from Steck-Vaughn which measures the readiness of the student to attempt the GED.

These instruments are described in detail on pages 103 and 104 of the Entry Level Training Manual.

VOCATIONAL

To Determine Abilities and Interests

Many adults decide to go back to school because they have needs in their lives which have not been met. They seek the school setting and guidance hoping the new educational experience will meet these needs.

Not having a high school diploma may have cost a promotion or a raise or perhaps a much sought after job. Early vocational choices may have fulfilled the short term financial needs. With maturity and increased life experiences, the desire for immediate gratification changes toward future security and more realistic goals.

To choose or change vocations means new learning experiences, and the following list of vocational aptitude instruments are being used in Kansas ABE Centers.

Occupational Card Sort

Johnson County Community College
Counseling Center
12345 College at Quivira
Overland Park, KS 66210

Individual/Inventory
To identify occupational areas of interest correlated to three letter Holland Code.
Range - H.S. to adult
Time: No time limit
Form - 1
Manual - Instruction Booklet - Student
Examinee selects from stack of occupation listed cards those of interest, a tabulation of the Holland Code on the card is made, and using this 3 letter code a Holland occupational theme is determined. A description of suitable occupations and personal characteristics is included for each theme.

California Occupational Preference System (COPS)

Robert R. Knapp and Lila Knapp
Editors
San Diego, CA 92107

Group/Inventory/Interest
To assist in career exploration and guidance by identifying specific interest areas correlating ability, aptitude, and temperament.
Range - Junior High, H.S., Adult
Time - No time limit, approximately 30 minutes
Form - 2 Machine scoring form
Self-scoring form
Manual - Examiner's
Self-Interpretation Profile and Guide
Occupational Cluster Charts
The measurements provided are equally valuable to vocational or noncollege bound students as well as college bound. Occupation choices are divided into 14 interest clusters.

California Ability Placement Survey (CAPS)

Robert R. Knapp and Lila Knapp
Editors
San Diego, CA 92107

Group/Inventory/Ability

To reveal strong and weak abilities of the individual through multiple aptitude batteries. Introduces a large selection of career choices and isolates a few matched to personal related occupational abilities.

Range - Junior High, H.S., Adult

Time - Approximately one hour

A battery of eight 5 minute tests, includes mechanical reasoning spatial relations, verbal reasoning, numerical ability, language usage, word knowledge, perceptual speed and accuracy, and manual speed and dexterity.

Form - 2 Machine scoring form
Self-scoring form

Manual - Examiner's
Cassette instructions available
Comprehensive Planning Guide

COPS and CAPS can be used separately to measure interests and abilities; however, they were designed as a system to provide information correlating abilities and aptitudes with interests for better choices in educational curriculum and to introduce the occupational cluster in which success would be most likely.

The Self-Directed Search

John L. Holland
Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

Individual/Inventory

To provide a guide to locate a small group of occupations for further in-depth consideration or to support a chosen occupational decision.

Range - H.S., Adult

Time - No time limit, 5-15 minutes

Form - 1

No manual. The Occupations Finder is used as a guide to educational and vocational planning.

Easy to use.

SPECIAL POPULATIONS

To Identify Hidden Needs

In all ongoing ABE programs, consideration of the special populations is an integral part. Instruments which can pinpoint and identify special problem areas aid in the preparation of the individual's educational plan.

Learning Disabled

Following are procedures and testing devices which are especially effective with ABE students who manifest learning problems:

The London Procedure

Laura P. Wiesel

Individual/Diagnostic

A screening instrument to evaluate visual and auditory functions and a diagnosis of visual perceptions, auditory perception, and reading as an encoding and decoding process.
Range - Adults below 8th Grade Level
Time - No time limit, approximately 45 minutes
Form - 1
Manual and Teaching Guide
Easel of test plates
LP visual screening kit = Tumbling "E" visual acuity card, cover paddle, +150 diopter flip glasses, open mount stereoscope and binocularity card
Audiometer
The LP is a screening, diagnostic, and teaching guide for adults with learning problems. It provides materials for diagnosing their long standing difficulties and provides for an individual education plan based on the way the adult receives, retrieves, processes, and expresses information.

The Jordan Written Screening Test (JWST)

Dr. Dale R. Jordan
Jordan-Adams Learning Center
Oklahoma City, Ok

Small Group or Individual/Diagnostic

An instrument to show tendencies toward symbol confusion and disorientation and specific reading disability.
Range - English speaking persons having conversational fluency
Time - No time limit
Form - 1
Manual - Dyslexia in the Classroom

Jordan Oral Screening Test (JOST)

Dr. Dale R. Jordan
Jordan-Adams Learning Center
Oklahoma City, OK

Individual/Comprehension
An instrument to indicate the student's approximate comprehension level by reading vocabulary words.
Range - Level one to level thirteen
Time - No time limit
Form - 1
Manual - Dyslexia in the Classroom

Slingerland Screening Tests For Identifying Children With Specific Language Disability

Beth Slingerland
Educators Publishing Service, Inc.
Cambridge, MA 02138

Individual/Group/Diagnostic
Instrument shows relative strengths and weaknesses in perceptual-motor functions affecting receptive and expressive language skills.
Range - Grade 1 through adult
Time - No time limit
Forms - 4 (A, B, C and D)
8 subtests for each skill
Manual - One for ABC
One for D
Unnormed to allow for flexibility in interpretation depending on life experiences and background.

Slosson Drawing Coordination Test (SDCT)

Richard L. Slosson
Slosson Educational Publications
140 Pine Street
East Aurora, NY 14052

Individual/Group/Diagnostic
Screening to identify various forms of brain dysfunction or perceptual disorders involving eye hand coordination.
Range - Age one through adult
Time - 10-15 minutes
Subject copies series of designs to obtain accurate score - indicates need for further evaluation.

Specific Language Disability Test

Neva Malcomesius
Educators Publishing Service Inc.
Cambridge, MA 02138

Test reveals learning disability patterns in adults who score between 5th and 8th grade reading level on WRAT, SORT, or JOST oral reading tests.

English as a Second Language

Testing ESL students may pose as many problems as testing adults with learning problems. The following are tests which may be helpful:

Comprehension English Language Test for Speakers of English as a Secondary Language, Harris-Palmer

McGraw-Hill Book Co.
13955 Manchester Road
Manchester, MO 63011

Group/Listening
Time: 40 minutes
Level: Int., Adv.
Use: Proficiency
Measures: Student's comprehension of short statements, questions, and dialogues recorded by U.S. speakers.

English as a Second Language Oral Assessment (ESLOA), Coy, Gonzales, & Santopietro

Literacy Volunteers of America, Inc.
Sixth Floor, Midtown Plaza
700 East Water Street
Syracuse, NY 13210

Individual/Oral
Time: 5 minutes
Level: Beg., Int.
Use: Placement and proficiency
Measures: Four (4) levels: 1) student's ability to follow directions, 2) to follow English patterns, and 3) to use specific basic vocabulary.

English-Second Language Placement Test, Forms A & B, Donna Ilyin

Alemany Adult School
San Francisco Community College District
750 Eddy
San Francisco, CA 94109

Group/Written
Time: 30 minutes
Level: Beg., Int.
Use: Placement or achievement
Measures: English structure

An English Test for Students of English as a Foreign Language, King-Campbell

English Language Services
14350 N. W. Science Park Drive
Portland, OR 97229

Group/Written
Time: 30 minutes
Level: Adv.
Use: Placement and proficiency
Measures: Reading comprehension

Ilyin Oral Interview, Donna Ilyin

Newbury House Publishers
54 Warehouse Lane
Rowley, MA

Individual/Oral
Time: 5-30 minutes
Level: Beg., Int.
Use: Placement or proficiency
Measures: Oral communication in a contextual setting

The John Test, Linda Kunz

Adult Education Resource Center
Jersey City State College
Jersey City, NJ 07305

Individual/Oral
Time: 5 minutes
Level: Beg., Int.
Use: Placement or proficiency
Measures: 1) Student's ability to put the sentences together in a meaningful way and 2) student's grammatical precision.

Language Proficiency Test. Gerard & Weinstock

Academic Therapy Publications, Inc.
20 Commercial Blvd.
Novato, CA 94947

Individual/Oral Group/Written
Time: 90 minutes
Level: Int., Adv.
Use: Comprehensive assessment
Measures: Oral/Aural - Commands, short answers, comprehension.
Reading: Vocabulary, comprehension
Writing: Grammar, sentence response, paragraph response, translation.

Laubach Oral Evaluation, Macero and Lane
The Laubach Way to English: The New Streamlined English Series

New Readers Press
Publishing Division of Laubach
Literacy International
P.O. Box 131
Syracuse, NY 13210

Individual/Oral
Time: 20 minutes
Level: Beg., Int.
Use: Placement or proficiency
Measures: Part I - vocabulary; Part II - structure.

Oral Placement Test, Robert Poczik

Bureau of Basic Continuing Education
State Education Department
Albany, NY 12230

Individual/Oral
Time: 5 minutes
Level: Beg., Int.
Use: Placement
Measures: Auditory comprehension, oral production, conversation.

Bilingual Vocational Oral Proficiency Test

Melton Peninsula Inc.
1949 Stemmons Freeway, Suite 690
Dallas, TX 75207

Individual/Oral
Time: Less than an hour
Level: Beg., Int.
Use: Comprehensive assessment
Measures: Oral proficiency (listening and speaking) in vocational training or life skills.

TEST TAKING

To Provide the Right Environment

The physical conditions ideally should be comfortable. It should be a quiet place where people do not pass by frequently. The lighting should be good. Privacy is also very relevant when testing adults.

School drop-outs frequently have failed academically and may consider themselves stupid. They have generally had negative experiences with the school setting. You must offer them what no other learning experience has--as much individual attention as you can.

Some adults may never have had the opportunity to continue their schooling and are very aware of this handicap in everyday life and career advancement. They can be very responsive to instruction. They should be treated with respect and courtesy. Do not be condescending in your tone or in your language. Be generous with your praise and positive with your criticism. Keep the atmosphere relaxed, warm, and friendly.

To Prepare Your Student for Test-Taking

A discussion of reactions to tests can help the student realize that everyone feels anxiety during tests. Airing these feelings is beneficial.

Some guidelines should be formed: a good night's sleep is important; for most a good breakfast helps, and a relaxed, positive attitude is an advantage. Tell the student that

tests only seem important; worrying about them does no good--it can actually cause you to do poorly; if you are well-prepared, you will do well; just before the test, don't think about points you have studied--it's more important to have your mind at ease.

Tell the student to find out as much as possible about the test before walking in to take it. This will increase the chances for a better score. Tell the student to talk to other people who have taken the test or to look over old tests to help raise scores.

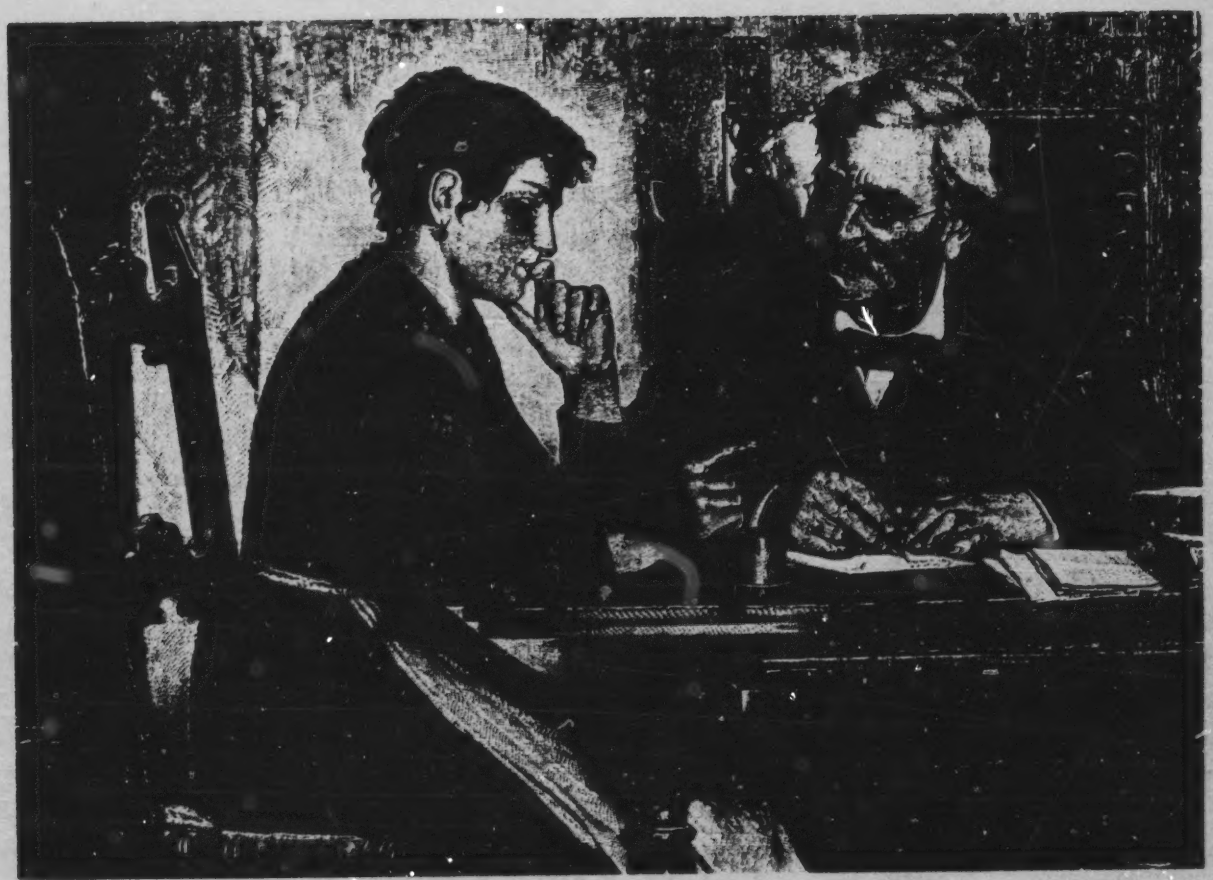
Let the student know that, in the multiple choice GED tests, if it is possible to eliminate 2 or 3 of the answers as incorrect, the final choice can be narrowed down to 2. Remind the student to look out for negative words like "not".

Tell your students to read directions carefully and to be sure the answer choice matches the question.

Some students go through and answer all the questions that they know, then go back and work on the hard ones. Other students feel they are better off to go through and make a stab at each one. Usually the first answer choice is the best one.

LEARNING STYLES

Chapter IV



LEARNING STYLES

In order to improve instructional effectiveness with adults, it is important to understand and adapt to each student's learning style. Learning is defined in the dictionary as the gaining of knowledge, comprehension, or mastery through experiences or study. This section will explore several of the current ideas on the teaching-learning process and student achievement.

Extensive research has been conducted in an attempt to discover the relationship between the mind and learning. There is increasing evidence that the most effective learning probably occurs when both the left (verbal, logical, intellectual) and right (visuo-spatial, subjective, random, and imaginative) hemispheres of the brain are involved in the teaching-learning process. Learning style is significant in this process. Learning style, which refers to an individual's preferred method or mode of learning, is categorized and analyzed in a variety of ways by different researchers. One approach is to separate styles into the three general categories of cognitive, affective, and physiological. While these modes are discussed separately, each contributes to the individual's overall learning style. Another approach, designed by Rita and Kenneth Dunn, is to use five stimuli categories subdivided into specific elements. These categories (see Table 1) are envi-

ronmental (sound, light, temperature, design), emotional (motivation, persistance, responsibility, structure), sociological (peers, self, pair, team, adult, varied), physical (perceptual, intake, time, mobility), and psychological (analytic-global, cerebral dominance, impulsive-reflective).

The following chart, adapted from James W. Keefe, summarizes the major styles considered in this section.

LEARNING STYLES

COGNITIVE (INFORMATION PROCESSING)

Reception Styles
- Perceptual modality preferences
- Field independence vs. dependence

Concept Formation and Retention Styles
- Conceptual tempo
- Leveling vs. sharpening

AFFECTIVE (MOTIVATIONAL PROCESSES)

Attention Styles
- Conceptual level

Expectancy and Incentive Styles
- Locus of control
- Achievement motivation
- Social motivation

PHYSIOLOGICAL (BIOLOGICAL)

- Masculine-feminine behavior
- Health-related behavior
- Environmental elements

COGNITIVE STYLE

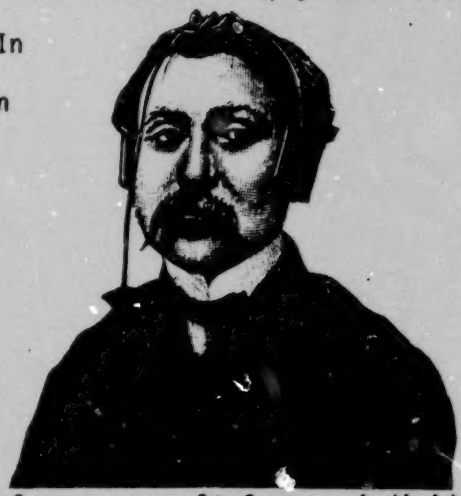
According to Samuel Messick, cognitive styles are "information processing habits representing the learner's typical mode of perceiving, thinking, problem solving, and remembering". Each individual has a particular way of discovering, organizing, and remembering events and ideas. Cognitive styles are different from general intelligence in that styles are an indicator of how information is

processed, not indicators of the ability to process. Cognitive style can be understood by determining how information is received (reception style) and how concepts are formed and remembered (conception formation and retention style).

Reception

To analyze the reception style it is helpful to consider an individual's preference in perceiving ideas and information through the senses (perceptual modality preference style) and in experiencing the environment (field independence/dependence style).

Perceptual modality preferences are based on the three common senses (touch, sight, sound) which are usually called the kinesthetic (psychomotor), visual (spatial), and auditory (verbal) modes. In adults these senses generally function together, with one being dominant. Observations which can be used in determining the needs and adaptive procedures for kinesthetic, visual, and auditory learners are provided by Mike Camelio (see Table 2).



Field independence/dependence preferences result from an individual's way of approaching and experiencing the environment. Field independents approach things analytically and experience events discretely. They enjoy tasks requiring differentiation and analysis and feel comfortable working by themselves. Field dependents approach things globally and experience events in an undifferentiated way, being influenced by current happenings. They readily identify with a group socially but are more susceptible to external influences and prefer to work with other people.

Concept Formation and Retention

The way concepts are formed and remembered can be determined by considering

individual differences in information processing (conceptual tempo style) and individual variations in memory processing (leveling/sharpening style).

Conceptual tempo refers to the different rates in processing information and forming ideas. Individuals will vary from being impulsive to reflective. Impulsives tend to give quick answers that are frequently incorrect. Reflectives will consider alternate solutions before making a decision and usually give more acceptable responses.

Leveling/sharpening refers to the individual variation occuring in memory processing. Levelers tend to blur similar memories and merge new precepts with previously assimilated experiences. They will frequently over-generalize. Sharpeners are inclined to exaggerate minimal differences and separate the memory of previous experiences from current data. They will usually over-discriminate.

AFFECTIVE STYLE

James W. Keefe states that affective style "encompasses those dimensions of personality that have to do with attention, emotion and valuing -- those same motivational processes viewed as the learner's typical mode of arousing, directing, and sustaining behavior". Affective style differences result from an individual's cultural, home, work, and personality factors.

Affective styles can be understood by analyzing the general level of attention and responsiveness of a person (attention style) or the level of expectation that a particular outcome will happen (expectancy and incentive style).

Attention

In order to determine an individual's attention style, it is important to consider the amount of structure needed for optimum learning (conceptual level style).

The conceptual level depends on the amount of attention and structure an

individual needs in order to maximize learning. A low value indicates the need for high structure; a high value requires less structure. It is also important to understand the capacity to follow through on a task without direct or frequent supervision and to understand the amount and kind of structure required by individuals.

Expectancy and Incentive

The level of an individual's expectation can be analyzed by considering the internal/external factor (locus of control style), the amount of planning and striving for excellence (achievement motivation style), and the differences in socio-economic background (social motivation style).

Locus of control can be analyzed on the internal/external continuum. Internals think of themselves as responsible for their own behavior and deserving of praise for their successes or blame for their failures. Externals think that circumstances are beyond their control and that others are responsible for their behavior. There is evidence that a person can significantly improve internal locus of control.

Achievement motivation results from individual differences in planning and striving for internal standards of excellence. Individuals with high achievement motivation are interested in excellence for its own sake.

Social motivation depends on the differences in value-based behavior resulting from variations in social and racial/ethnic points of view. Learners may differ substantially in their socio-economic and cultural backgrounds and in values and peer conformity. They are also influenced by the standards and expectations of these groups.

PHYSIOLOGICAL STYLE

The last major group of learning styles to be considered is the physiological. According to Keefe these "are biologically-based modes of response that are founded on sex-related differences, personal nutrition and health, and accustomed reaction to the physical environment". Physiological factors are very influential in

learning. The individual who is hungry, ill, tired, or malnourished perceives differently than the individual who is not. The most important physiological style differences probably result form masculine-feminine behaviors, health related behaviors, and environmental elements.

Current masculine-feminine behavior research indicates that males usually have a different combination of learning styles than females. Males tend to be more aggressive and sensitive to visual relations. Females are more verbal and excel in muscular control. There are also differences in their attention mechanism and interest patterns. Frances Hopkins, using the Grasha-Riechman Student Learning Styles Questionnaire, found that females scored significantly higher on the participatory scale, and a selected group of males scored significantly higher on the competitive scale.

Health-related behaviors frequently cause different individual responses as a result of physical imbalances from malnutrition, hunger, and disease.

Environmental elements generally involve individual preferences and reactions to differing levels of light, sound, temperature, and architectural design.

APPLICATION OF LEARNING STYLE THEORY

Instructors need to understand their own teaching/learning style in order to relate and adapt to individual differences in students. Learning can be maximized by selecting appropriate educational approaches and teaching/learning styles for each individual. A procedure and technique for instructors to use in determining their own teaching/learning style is suggested by Mary Even (see Table 3). By matching students and instructors with similar styles, learning is enhanced. Russell French relates matching of learning and teaching style to specific instructional strategies (see Table 4).

To be successful in adapting appropriate teaching strategies to individual differences, the student learning style needs to be analyzed and identified. There is a variety of professionally prepared instruments which can be used.

Table 5 describes some of the current ones available.

One of the most interesting and practical instruments is the Productivity Environmental Preference Survey (PEPS) by Rita Dunn, Kenneth Dunn, and Gary E. Price. This survey is based on factor and content analysis. It is a comprehensive approach to the identification of how adults prefer to function, learn, concentrate, and perform in their occupational or educational activities.

Another instrument, the SRI Student Perceiver Interview, uses a verbal, low stress interview process to discover the specific learning behaviors of an individual student. This procedure emphasizes the development of an effective communication relationship between the teacher and student. It has been especially successful with poorly motivated learners and specifies the following qualities: interactive (motivating a person when interacting with the environment), intrapersonal (qualities within the person), and interpersonal (relationships outside of the person).

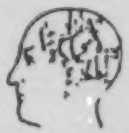
Determining a particular learning style leads to the development of an individualized plan for the student. This plan should consist of the student's learning goal and instructional strategies which reflect the individual's learning style.

In developing this plan, a teacher can use a Learning Style Instructional Plan that relates the different learning styles corresponding to appropriate instructional strategies. Table 6 illustrates this approach.

In conclusion, adult education instructors need to plan their instructional strategies to adapt to the individual differences which exist among each of the learners. The concept of learning styles views individual differences as the norm which provides instructors with an opportunity to enhance student achievement.

TABLE 1

DIAGNOSING LEARNING STYLES

STIMULI	ELEMENTS			
ENVIRONMENTAL	SOUND	LIGHT	TEMPERATURE	DESIGN
EMOTIONAL	MOTIVATION	PERSISTENCE	RESPONSIBILITY	STRUCTURE M T W TH F
SOCIOLOGICAL	PEERS	SELF	PAIR	TEAM ADULT VARIED
PHYSICAL	PERCEPTUAL	INTAKE	TIME	MOBILITY
PSYCHOLOGICAL	ANALYTIC GLOBAL	CEREBRAL DOMINANCE 	IMPULSIVE REFLECTIVE	

DESIGNED BY: RITA DUNN
KENNETH DUNN

TABLE 2

OBSERVATIONS TO DETERMINE LEARNING NEEDS AND ADAPTIVE PROCEDURES TO UTILIZE*

I. HOW TO SPOT THE VISUAL LEARNER:

a. Likes to look at books and pictures--stays with a book, not just manipulating books on and off the shelves.

b. Loves to look at orderly things--demands neat surroundings.

c. Can find what others have lost, remembers where they have seen things.

d. Sees details--how you dress, if the slip is showing, errors in typing, etc.

e. Can find page in book or workbook readily--may have it half done before others start.

f. Can't get directions orally (if the person is timid, will copy from others rather than ask for more directions). Does better if shown.

g. Likes to work puzzles.

h. Probably will be able to make good pictures--at least ones with good balance.

i. May have speech problem.

j. May watch instructor's face intently.

k. Rarely talks in class--or responds in as few words as possible.

l. Possibly hyperactive.

HOW TO MAKE ADJUSTMENTS FOR THE PERSON WITH VISUAL MODALITY WEAKNESS:

a. Take out visual distractions. It is impossible to take visuals out of the regular classroom but try to place the person where he or she is not bombarded by too many visual items.

b. Leave a frame of blank wall around visual displays.

c. On worksheets put a heavy line around items to help student to attend to one item at a time. (This can often be done to existing ditto sheets. Pages from a workbook could be copied and marked.)

d. Encourage person to use larger pen or pencil.

*Adapted for reference to adult learners with permission. Affective Based Competency Development, Dr. Mike Camelio, USD 416, Louisburg, KS 66053

e. Allow person to point if necessary. Encourage touching or marking of first letter of every word.

f. Have person clear the table top (desk top).

g. Let the person get one work sheet at a time from stacks rather than hand the person several papers at once. Also give the person a chance to move about a bit, turning in the completed papers and picking up the next sheet from the next stack.

h. Try not to stand in front of too cluttered background when instructing person.

i. Give one step at a time.

HOW TO TEACH THE PERSON WITH STRONG VISUAL MODALITY:

a. Give lots of visual directions.

b. Give demonstrations.

c. Use matching games--jig-saw matching of words, prefixes, suffixes, etc.

d. Charts.

e. Graphs.

f. Maps and the use of the legend on map.

g. Color coding systems.

h. Number frames.

i. Abacus.

j. Dictionaries (marking is a code system).

k. Visual symbol for sound (best to have only one key symbol at first).

l. Use configuration clues.

m. Look for words, letters, in papers and magazines.

n. Use mirror to see mouth.

o. Use visual clues for syllables.

p. Use clues such as green dot as place to begin--red dot to stop when establishing directionality.

q. Allow the person to work with rulers and number lines to develop math concepts.

r. The number balance scale is helpful to these people.

II. HOW TO SPOT THE AUDITORY LEARNER:

a. Never shuts up--the chatterer.

b. Tells jokes.

c. Tries to be funny.

d. Good at spelling if taught say - spell - say method.

e. Good story tellers. Stories get taller and taller. Person may have to learn when to stop.

f. Hyperactive.

g. Poor handwriting--history of reversals.

h. If person can make telephone call asking for information you have directed and remember the received message and relay that message back--good sign of auditory strength.

i. Makes good bosses.

j. Likes records, folk dances, rhythmic activities (Note: give the drums, etc. to the auditory learner).

k. Probably has ten excuses for everything.

l. Knows all the words to all the songs--can memorize easily.

m. Motorically awkward.

n. Poor performance on group tests of intelligence.

o. Seems brighter than group test results.

p. Poor perception of time, space.

HOW TO MAKE ADJUSTMENTS FOR THE PERSON WITH AUDITORY MODALITY WEAKNESS:

a. Take out as much noise as possible.

b. Find person a quiet place to work.

c. Very soft music background may be used but not bouncy music.

d. As an instructor quit talking so much--don't distract person.

e. Use as few words as you can.

f. If you repeat, use the same words.

g. Speak directly to this person.

h. Ear phones and tape recorder help cut out distraction of other noises.

i. Encourage student to cup his or her hand about his ear to help focus on instruction.

HOW TO TEACH THE PERSON WITH STRONG AUDITORY MODALITY:

a. Teach person to talk through tasks.

b. May need to spell out loud.

c. Very soft syllables out loud.

d. Have person say (name) punctuation mark as he or she reads to develop an awareness of its function.

e. Play lots of rhyming and blending games.

f. Allow person to think out loud. Encourage oral response.

g. Tape record lessons--tests. Encourage oral response.

h. Pair person with a visual learner. Encourage him or her to use color cues; markers.

i. Use neurological impress method (person points to words while you read to him or her. You feed the words into the ear).

III. HOW TO SPOT THE KINESTHETIC LEARNER:

a. Movers--that is how they learn.

b. Wants to touch--feel everything.

c. Rubs hand along the wall walking down hall.

d. Puts hand on the door frame. Touches desks as goes down aisles.

e. Often writes everything--over and over.

f. Can take gadget apart and put it back together.

g. Enjoys doing things with hands.

h. Is not clumsy; good at sports (if visual modality strength is lacking, will be good at those sports where no visual analysis is required).

i. May be the person who makes things with paper, fiddles.

HOW TO MAKE ADJUSTMENTS FOR THE PERSON WITH KINESTHETIC MODALITY WEAKNESS:

a. Make it harder to move than sit still (place the person's table and chair close to the wall to make him or her aware of movement--he or she may be unaware of own movement. Also he or she is distracted by movement of others).

b. Make certain that these people go to the bathroom, have drinks, etc., before beginning instructional period.

c. Don't ask them to sit too long. You will get more out of them in three minutes of concentrated work than in 30 minutes when conditions are not right.

d. This person has a need to know when the work/study time will end. A timer or clock is useful.

e. Don't place this person too near other people.

f. Contingency management system good with this type of person - task - reward.

g. Quiet periods interspersed with active periods best.

HOW TO TEACH THE PERSON WITH STRONG KINESTHETIC MODALITY:

a. Use movement exploration activities.

b. Let them clap or tap out numbers, syllables, etc.

c. Use experience learning.

d. Trace patterns of words.

e. Use sandpaper letters, felt letters, etc.

f. Use flow pens for more kinesthetic feedback.

g. This person may need to talk to self to feel self saying things--gets motor feedback even though he or she may speak in monotone.

h. Do lots of things with eyes shut using 3-D letters.

i. Use all the manipulatives possible.

j. Use lots of writing. May need to introduce writing with stencils.

k. May need Fernald method teaching words (VAKT).

IV. HOW TO SPOT THE TACTILE LEARNER:

a. Needs to use concrete objects as learning aids.

b. Cannot rote count, sequence material without aids.

c. Has difficulty establishing one-to-one relationship in number values.

d. Has difficulty learning abstract symbols (letters and numerals).

e. Often is described as a person who "can't keep his hands to himself".

f. Needs to explore environment more than average person.

g. Is often considered hyperactive.

HOW TO MAKE ADJUSTMENTS FOR THE PERSON WITH TACTILE MODALITY WEAKNESS:

a. Use pictures to help establish associations whether in area of words, numbers, or meanings.

b. Attach verbal labels.

c. Use visual-auditory, tactile, kinesthetic method for teaching writing.

d. Consider seating and classroom organization that will allow more air space and de-limit negative contacts with other pupils.

e. Allow for planned times for mobility, such as monitor jobs, etc.

HOW TO TEACH THE PERSON WITH STRONG TACTILE MODALITY:

a. Supply concrete objects for counting, sequencing, establishing patterns, seeing likenesses and differences, categorizing, etc.

b. Use sandpaper letters, writing in sand, clay, three dimensional letters and numbers.

TABLE 3

INSTRUCTORS*

Procedures and Techniques for Instructors

a. Test yourself and your cognitive style.

b. Analyze the ways your style biases your classroom techniques and ways of work.

c. Test your students for their preferred styles.

d. Analyze the demographic information on your students.

e. Determine the alternative strategies you need to incorporate into your classroom; ways of work to account for students' styles, e.g., self-directedness.

f. Ascertain if there are preferred styles and strategies necessary for the subject you teach and set up learning processes to help students with these strategies.

g. Permit flexibility and options in learning to allow field independent students more freedom and field dependent students more structure.

EXAMPLES OF INSTRUCTIONAL PRACTICES

	Students who are Field Dependent	Students who are Field Independent
Philosophy of self-directed learners	works against these (new strategies need to be learned and help provided in structuring content)	in favor of these (can personally construct new content)
Techniques		
a. work alone	--can't do this well	--prefer it
b. lecture only	--not good	--very good
c. film	--good	--O.K., not needed
d. discussion	--greatly needed	--prefer not
e. small group tasks	--greatly needed	--really can't stand it
f. use of story and outline	--a must	--only wants outline but will sit still for story
g. questioning/ discussion	--don't expect them to do this well	--can structure ideas quickly to answer questions

*Even, Mary Jane, "Adapting Cognitive Style Theory in Practice", Lifelong Learning: The Adult Years, January, 1982, p. 16.

	Students who are Field Dependent	Students who are Field Independent
Teacher Characteristics		
personal warmth	--need	--do not care
caring/friendly	--need	--do not care
supportive behavior	--need	--do not care
all business approach	--scares them	--prefer it
formal, organized/logical, assertive	--a must	--prefer it
handouts/outline	--a must	--prefer it

TABLE 4

TEACHING STYLE AND INSTRUCTIONAL STRATEGIES

by Russell L. French*

STYLE	CHARACTERISTIC	INSTRUCTIONAL STRATEGIES
PRINT-ORIENTED	Dependence on reading and writing	Reading assignments, book-oriented discussions, production of written materials.
AURAL	A listener; doesn't say much	Panel discussion, audio-tapes, asks questions (a few key ones), other listening experiences.
ORAL (INTERACTIVE)	A talker; learns through discussion	Lecture, T-Groups, role play, students-student interaction, Socratic discussions, question-answer, interviews, debates.
VISUAL	Must have many visual stimuli and visual representations	Motion pictures, slides, film-strips, television, magazines (illustrated), demonstrations, field trips, exhibits.
TACTILE	Has to touch everything and everyone	Construction and "making" activities. Nonverbal exercises.
MOTOR	Has to move about while learning	Role play, games, action, mazes, nonverbal exercises, student demonstrations, learning centers.
OLFACTORY	Learns through smell and taste	Trips, exhibits, addition of taste and smell experiences to daily activity.

*Russell French is Associate Professor of Curriculum and Instruction, The University of Tennessee, Knoxville.

TABLE 5

LEARNING STYLE INSTRUMENTS

General

COGNITIVE STYLE MAPPING INVENTORY by Joseph E. Hill (1964). Compiled and revised edition for computer scoring, East Lansing High School, East Lansing, MI (1975)

LEARNING STYLE INVENTORY (LSI) by Rita Dunn, Kenneth Dunn, and Gary E. Price (1978), available from Price Systems, Box 3271, Lawrence, KS 66044, Phone (913) 843-7892 (For grades 3-12, computer scored)

PRODUCTIVITY ENVIRONMENTAL PREFERENCE SURVEY (PEPS) by Rita Dunn, Kenneth Dunn, and Gary E. Price (1979), available from Price Systems, Box 3271, Lawrence, KS 66044, Phone (913) 843-7892 (For adults, computer scored)

SRI STUDENT PERCEIVER INTERVIEW. Training leading to certification offered in designated cities. Information from Selection Research, Inc., 2546 South 48th Street, Lincoln, NE 68506 (Primarily affective styles)

STUDENT LEARNING STYLES. A survey by Murdock Teacher Center, Wichita Public Schools, 670 North Edgemoor, Wichita, KS 67208 (Primarily physiological styles)

Cognitive

GROUP EMBEDDED FIGURES TEST (GEFT) by Philip K. Oltman, Evelyn Raskin, and Herman A. Witkin (1971), available from Consulting Psychologists Press, Inc., 557 College Ave., Palo Alto, CA 94306 (Field independence/dependence)

MATCHING FAMILIAR FIGURES TEST (MFF) by Jerome Kagan published in "Impulsive and Reflective Children", Learning and the Educational Process by J. Krumboltz. Chicago: Rand, McNally, 1965, pp. 133-161. (Conceptual tempo)

SCHEMATIZING TEST by R. W. Gardner et al. published in "Cognitive Behavior", Psychological Issues, 1959, Vol. 1, No. 4 (Leveling/sharpening)

Affective

INTERNAL-EXTERNAL (I-E) SCALE by Julian B. Rotter published in "Generalized Expectancies for Internal Versus External Control in Reinforcements", Psychological Monographs, Vol. 80, No. 10, 1966, pp. 1-18 (Locus of control)

PARAGRAPH COMPLETION METHOD, David E. Hunt in Assessing Conceptual Level by the Paragraph Completion Method by D. E. Hunt et al., Toronto: Ontario Institute for Studies in Education (252 Bloor Street West), 1978

GRASHA-RIECHMAN STUDENT LEARNING STYLES QUESTIONNAIRE by Anthony F. Grasha (1975). Faculty Resource Center, University of Cincinnati, OH 45221

NOTE: In 1980, a National Network on Learning Styles was established by St. John's University and the National Association of Secondary Principals. The purpose of this organization is to provide information about developments in the field of learning and teaching style. Additional information can be obtained from Learning Styles Network, c/o Prof. Rita Dunn, School of Education and Human Services, St. John's University, Grand Central and Utopia Parkways, Jamaica, NY 11439.

TABLE 6

LEARNING STYLE INSTRUCTIONAL PLAN

Learning Style	Student's Style	Instructional Strategy
1. Cognitive:		
a. Perceptual modality preference	a.	a.
b. Field independence vs. dependence	b.	b.
c. Conceptual tempo	c.	c.
d. Leveling vs. sharpening	d.	d.
2. Affective:		
a. Conceptual	a.	a.
b. Locus of control	b.	b.
c. Achievement motivation	c.	c.
d. Social motivation	d.	d.
3. Physiological:		
a. Masculine-feminine behavior	a.	a.
b. Health-related behavior	b.	b.
c. Environmental elements	c.	c.

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Bergquist, William H., Steven R. Phillips, and Gary H. Quehl (General Editor), A Handbook for Faculty Development, Published by the Council for the Advancement of Small Colleges in association with the College Center of the Finger Lakes.

Bolles, Robert C., Learning Theory. New York: Holt, Rinehart, and Winston, 1979.

Cinnamon, Kenneth M., The Participant's Workbook and Learning Guide. Kansas City: CMA Publishing Company, 1980.

DiSilvestro, Frank R., Editor, Advising and Counseling Adult Learners: New Directions for Continuing Education. San Francisco: Jossey-Bass Inc., Publishers, 1981.

Dunn, Rita and Kenneth Dunn, Teaching Students Through Their Individual Learning Styles: A Practical Approach. Reston, VA: Reston Publishing Company Division of Prentice-Hall Publishers, Inc., 1978.

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Kiernan, Owen B., Executive Director, Student Learning Styles. Reston, VA: National Association of Secondary School Principals (NASSP), 1979.

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CURRICULUM INTEGRATION

Chapter V

CURRICULUM INTEGRATION

Curriculum integration is, in many ways, that point where counseling and instruction meet. Curriculum integration is that well seasoned "beef stew" which will nourish the student. It is a blend of beef (skills), vegetables (content), and broth (needs and desires). It is spiced to taste with the student's interests. It is served up in portions which consider the student's learning style. The instructor gathers ingredients (information) from talking with and counseling the student. Liberal feedings of "stew" assist the student in gaining knowledge to handle current problems and to face future needs.

Curriculum integration bridges the gap between academic skills as they are taught in the classroom and those same skills as they are used by the student in daily living. It provides the opportunity for social, vocational, and academic development.

Two things are essential to effective curriculum integration:

1. Good intake and counseling procedures.
2. Development of an individual educational plan.

The intake and counseling process reveals the student's strengths and weaknesses in the academic, social, and vocational areas. The intake and counseling process also reveals needs, goals, likes, and dislikes. The individual education plan

(IEP) facilitates the integration of these factors. It provides an outline of materials and teaching strategies which considers all these factors.

Intake and Counseling

Intake and counseling procedures should meet the needs of the student and the instructor. The student wants and deserves a personalized educational program. The instructor needs information about the student's abilities, desires, and goals in the following areas:

ACADEMIC	VOCATIONAL	SOCIAL & DAILY LIVING SKILLS	PERSONAL DESIRES
Determined by pretesting	Can be present needs or future needs	Can be articulated by the student, observed by the teacher or suggested by outside persons or situations	Can be articulated by the student or learned through observation by the teacher

The chapters on assessment and counseling outline strategies for gathering this information. The following are lists of questions which can also help the instructor gain information to be used in designing an instructional program.

ACADEMIC

(These questions are designed to help the instructor discover fears and frustrations about previous schooling, discover subject matter likes and dislikes, discover the student's perceptions or his or her own learning style, etc.)

1. How long have you been out of school?
2. How many years of school did you finish?
3. Have you taken any courses or study since you've been out of school?
   Have you gone through any training programs for work or the service?
   Have you taken any classes to help you learn a new hobby or sport?
4. What was school like for you?
5. Did you like your teachers? Did they like you?

6. Were any subjects hard for you? Which ones? Why did they seem hard?
7. Were any subjects easy for you? Why? Were there some you really liked? Why?
8. Do you have trouble reading? How much do you read? What books and magazines do you read?
9. Do you have trouble with math? What parts are hard for you?
10. Do you like to write letters to people? Would you rather call them on the phone? Why? What things do you need to write?
11. Is studying hard for you? Why?
12. How do you learn best? Do you like to listen to the teacher or do you like to read? Do you like to write things down or do you like to talk to yourself about things? Do you like to experiment with new ideas, crafts, hobbies?
13. Is it hard for you to concentrate? Do you like to have quiet when you study or do you like to have people and music around? Do you like to study with other people? Always or sometimes?
14. What do you want your GED (or reading, or math, etc.) for? How much time do you have to work on your program?
15. Will you be going on for more training or schooling when you finish here? What do you plan to do next?

VOCATIONAL

(These questions are designed to help the instructor discover feelings of job competence, discover goals and desires related to job progress and job change, discover attitudes toward work and work environments, discover vocational interest areas, etc.)

1. What is your job? What do you do in your job? What other work have you done?
2. Do you need to read things on your job? Is this hard for you? Why?
3. Do you work with numbers? Do you work with tools that do measurements? Does this seem hard? Why?

4. Do you need to write memos? Reports? Job orders for other workers? Do you need to fill out forms on the job? Does this seem hard? Why?
5. Does your supervisor give you instructions in writing or by talking with you? Can you understand the instructions this way? Would another way seem easier to you?
6. Are there things that bother you on your job? Are there things that you need to learn to do better? Do these things involve other people?
7. Are you going to stay on this job? What do you have to do to be able to move up? Do you want to earn more money? Would you rather be on another job?
8. How would you feel if your plant (business, shop, etc.) were closed and you had to find work in another field? What field would you choose? Why?
9. Are there jobs that your friends have that you would like to have? Why? Are there kinds of jobs in your place of business you would like? Why?
10. Do you have the skills to do the jobs you would like to have? What would you need to do to have these skills?
11. How do you use your free time? Do you have hobbies that require skills you could use on the job? Could you use your free time to help yourself prepare for another job?

SOCIAL & DAILY LIVING SKILLS

(These questions are designed to help the instructor discover the student's awareness of and competence in dealing with social situations, discover strengths and weaknesses in managing daily skills, discover strengths and weaknesses in individual and family mental/physical health, etc.)

1. How do you use your non-working time?
2. What things do you do for fun and enjoyment? Why do you choose them?
3. Do you like to do things alone, with a few people, with a group of people? Always? With the family? With persons outside the family?
4. Do you go to church? Do you belong to a club? Union? Are you active? How often do you take part in the activities?

5. Do you bowl, play volleyball, softball, etc.? Do you like the people you play with? Do you think they like you? Do you think you help the team? What do you find most satisfying about the activity?
6. Do you like to visit with your neighbors? Why or why not? Do you have friends visit you in your home? Do you visit your friends in their home? Why?
7. Do you feel your daily life is as happy as it could be? Why? Is it better than it was 5 years ago? 10 years ago? Why? Can you think of anything that would make your life happier in the next five years?
8. What do you feel is the biggest problem you have in managing your daily life? What is the thing you feel you do best in managing your daily life? What do you feel needs improvement?
9. Which of these things do you feel you know about and handle well? Which do feel you need to know more about or learn to handle in a better way?

housecleaning	finding and keeping a job
buying food	managing money
buying clothes	staying healthy
meal preparation	participating in government
minor household repairs	your legal rights and responsibilities
disciplining children	investing money
understanding children	planning for retirement, etc.

PERSONAL SKILLS

(These questions are designed to help the instructor discover how the student feels about him/herself and the world in which he/she lives, discover goals and desires related to interpersonal relationships, discover goals and desires related to time management and constraints, etc.)

1. Do you have enough time to do the things you want to do each day? Each week? Do you feel you have enough time to complete the things you need to do each day? Each week? Why?
2. How do you feel when there doesn't seem to be enough time? Do these feelings make you work harder to get things done? Do they make you almost quit trying?
3. How do you feel about the world and the people in it? About the government? About this city? About the people with whom you deal daily? About the school?
4. Do you like to talk to other people. Why? What kind of people? What happens when you need to talk to someone about something unpleasant? About a problem you have? About something good that has happened to you or your family?
5. Do you like yourself? Why? Whom do you know that you like better than you like yourself? Why?
6. What things do you do exceptionally well? What things do you avoid doing? Why? Do you think you do them poorly? Are there tasks that are distasteful to you? Are there things you don't like to see other people do?
7. Do you feel close to other people? Why? Do you share with others? Why?
8. Do you like to be in small groups of people? In large groups of people? Why?
9. Do you tell other people how you feel about things? Do you keep your feelings to yourself? How does this make you feel? Do you think others act in the same way?
10. Do other people tell you about themselves and the way they feel? Do you like this? Why?

11. Have you ever applied for a job? How did you feel about the experience?
12. Have you ever asked someone for a loan? For help to solve a bad problem? How did you feel about the experience? Did things go well for you? What could have made things better? Could things have been worse?
13. Have you ever loaned someone money? Helped someone else solve a problem? How did you feel about the experience? Did things go well for you? For the person you were trying to help? What could have made things better? What could have made things worse?

These lists of questions are designed as guides. Not all questions would be used with any one student. At times additional questions will "feel" right with a student. Use them! The more ingredients (information) you gather, the more nutritional the stew you serve.

Individual Educational Plan (IEP)

The IEP is a road map to the student's goal. It brings together what has been learned about a student's learning style, interests, strengths and weaknesses, levels of development and tolerance. knowledge and skills, and feelings of adjustment to the world. Objectives, materials, and strategies are selected to build on the strengths, overcome the weaknesses, and meet the needs and goals. It is essentially a documentation of the diagnostic/prescriptive process: (Jay and Royal, p. 11).

a. evaluation through pretesting and questioning
b. interpretation of the information gained
c. diagnosis of particular needs and goals
d. prescription of objectives to meet needs and goals
e. modification, if necessary, of specific prescriptions as a result of teacher observation, student frustration, and/or absence of enabling skills to complete objectives.

This process outlines a series of progressions. Individual student needs may dictate repeating any step at any time. Remember: all instructional materials and strategies teach skill using content. The diagnostic/prescriptive process leads to curriculum integration and, in simplest terms, demands the choice of materials and strategies best suited to meet the needs and goals of the student.

It is geared to personal interests and learning styles. It increases individual satisfaction, reduces service costs, and increases positive program image.

An example of the curriculum integration process follows. The information was gathered through assessment and counseling. Use of the information led to the development of an IEP.

EXAMPLE:

George enrolled in the ABE/GED program to "improve my reading and get my GED". Pretests showed average reading skills and limited math skills. General questions led George to reveal that he needed his GED in order to get a job. As the instructor listened and questioned, George revealed that he needed his GED to get his old job back. He had been an assistant manager at a steak house. He was fired because he couldn't keep his charts up-to-date and accurate. The chart-keeping demanded good skills in basic arithmetic. This included an emphasis in pound and ounce conversion. George's job also demanded "detective" skills to find mistakes made by others.

George does need to improve his reading. He does need to get his GED. However--he could achieve both goals and never develop the skills needed to get and keep the job he wants. Until he becomes very capable of working with numbers, of dealing with pounds and ounces almost by second nature, of understanding numbers well enough to recognize others' errors, he won't be successful in the restaurant.

A teacher adept at curriculum integration would consider the following: George also has personal characteristics and external factors which will affect his ability to study and reach his goals. He admits that he was fired from his job because he never "took the time to learn" to do his charts and record-keeping. People had volunteered to help him, but he lacked the discipline to make himself study and learn and work for improvement. George also realizes that he must work hard and fast now: his wife is supporting the family with her job, but her goal is to enter college and get an RN degree once George has finished his GED and gotten his job back.

The following IEP was developed to meet George's needs:

INDIVIDUAL EDUCATIONAL PLAN

Name George Thomas

Objective(s) GED; job reentry

Time Considerations 3-6 mths. wife wants to enter school too; short attention span

Specific Needs Detailed preparation in math; pound/ounce conversions

Pretests:

Reading 10.0 Language 3.8

Math 4.2 Other

Learning Style Strengths Auditory

Weaknesses concentration; self-discipline

AREA	RESOURCES AND ACTIVITIES	DATE COMP.	COMMENTS: Stu/Teacher
Academic: Math	Comprehensive-begin with division a. Steck-Vaughn 5500 & 6600 b. Cambridge Building Basic Skills with Whole Numbers, Fractions Decimal & Percents c. Individual Application exercises in conversions		
Vocational: Restaurant	a. Charts from Sirloin Stockade b. Daily record maintenance of time commitments - start with a.m. & advance to full day c. Math manipulation, mental math, rapid mental calculation, error detection		
Social: Self	a. Steck-Vaughn Understanding Myself Procrastination and excuse making b. Incidental literature on improving and strengthening family		
Personal: Time	a. CLASS: Time Management discussion and use of Staff Development Manual - setting up time schedule concentration on goal-setting		

Note: GED Practice Tests in Reading Areas: Possibly tests in 3 relative areas if scores so indicate. Review language score. Consider concentration. Extended time management exercises.

George's IEP takes into consideration all areas of development. Reading skills are adequate and provide an avenue for learning although George does not like to read. The GED practice tests provide an opportunity for positive image reinforcement. After the tests are scored, the instructor can evaluate potential for GED testing. A recommendation will be made that George take the test for which he is best prepared. The additional reading test areas will follow at regulated intervals. At the same time George will be attending classes. His class time will concentrate on developing both academic and vocational skills. The content and process of instruction will concentrate on improving social and personal skills. This procedure will help George gain self confidence (by successfully completing some areas of the GED), see that his goal is attainable, and provide the mechanism whereby he can return to the work force.

CONCLUSION

Curriculum integration is a concept which involves a process. The concept states that more than one thing can be learned, and therefore taught, at any one time. The concept includes consideration for the "total individual". The process provides a mechanism whereby information is gathered and applied to the concept. The result of this "labor" is a well-organized plan of instruction.

The IEP provides a constant reminder of goals to be attained and considerations which merit constant attention during instruction. Each IEP covers only a few instructional periods. It will be revised and/or updated on a regular basis. These revisions/updatings will continue until the student has completed his/her study program.

Curriculum integration is most of all the "road map for learning" which allows both instructor and student to know where they are going, and as learning tasks are completed, where they have been. A sample form follows which will allow you to try this process with your own students.

INDIVIDUAL EDUCATIONAL PLAN

Name_____ Pretests:

Objective(s)_____ Reading_____ Language_____

_____ Math_____ Other_____

Time Considerations_____ Learning Style Strengths_____

_____ _____

Specific Needs_____ Weaknesses_____

_____ _____

AREA	RESOURCES AND ACTIVITIES	DATE COMP.	COMMENTS: Stu/Teacher
Academic:			
Vocational:			
Social:			
Personal:			

INDIVIDUAL EDUCATIONAL PLAN

Name_____ Pretests:

Objective(s)_____ Reading_____ Language_____

_____ Math_____ Other_____

Time Considerations_____ Learning Style Strengths_____

_____ _____

Specific Needs_____ Weaknesses_____

_____ _____

AREA	RESOURCES AND ACTIVITIES	DATE COMP.	COMMENTS: Stu/Teacher
Academic:			
Vocational:			
Social:			
Personal:			

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TECHNIQUES IN ABE

Chapter VI

The "ways" of teaching used in non-traditional adult programs are distinctively different from those commonly found in higher education because the students bring to the classroom so much more experience and have so much less time to use for learning. No longer are instructors involved only with fact-feeding and students with passive listening.

Getting Started

The students enroll with some realization of what they need to know. They will learn best if the material is taught in a situation similar to the one in which the knowledge will be used. Therefore, short-term goals are needed. These can best be reached by using concepts and abstract ideas that are taught by means of concrete, specific examples of familiar situations. When possible, use all five senses of the students, plus the sixth: their sense of humor!

Every new series of classes begins with "opening-night jitters". The first rule is to have the chairs in a semi-circle. This arrangement helps all classroom participants see each other. This eliminates an unknown and reduces feelings of fear. A short oral autobiography presented in a warm friendly voice by the instructor can lead off the get-acquainted session.

Make it clear from the beginning that every person has some worth and is a help to all others. When the students realize competition is not a part of the program, they can be more relaxed and learning will take place more rapidly.

Students need opportunities to ask questions and discuss what they have seen and heard during the offering of instruction procedures. If they appear too shy to do this, divide the class into small groups. Often the shy ones will feel more comfortable in this arrangement.

Guidance is unavoidable, but sometimes not easy to give. A relaxed silence tends to promote productive listening. Nonverbal cues are given both by the listener and speaker. Language needs to be simple and relevant. No statements should be made that would indicate a critical attitude. Instructors must avoid using statements telling the students what to do and questions that suggest the desired answers. Tapes can be used for self-evaluation. Tapes can reveal if instructors are talking too much, talking down to the students, or using sarcasm/hostility in any way.

Feel free at the end of each class period to ask the students if they feel they have benefited from attending that session. This could save many hours of guess-work teaching.

The Second Treasure of Techniques For Teaching Adults gives the following questions that would be used for class discussion or evaluation:

1. Have I increased my fund of information about the subject?
2. Have I developed any new skills? Have I improved skills I already possessed?
3. Have I developed more confidence in my ability to learn?
4. Have I learned better, more efficient ways of studying?
5. Do I feel freer to speak up and make my opinions heard in class?
6. Do I feel confident in my ability to go out and use my new knowledge and skills?

7. Have I changed any of my attitudes as a result of our group discussions?
8. Am I sincerely trying, to the best of my ability, to get all I can out of this course?
9. Have I done outside reading on the subject, or practiced new skills at home, or on the job?
10. Do I feel that I have contributed to the group, helping other students get more out of the course?
11. Do I feel accepted by the group, and do I enjoy working with other students?
12. Do I feel that the instructor is doing a good job in holding my interest and increasing my knowledge?
13. Do I just sit and listen, or do I propose new ideas, suggest new projects?
14. Am I too shy about admitting I don't understand, or do I ask questions?
15. Do I have a tendency to talk too much, not giving others a chance to express their opinions and ideas?

Going On

The following techniques can be considered once students have become accustomed to the class and are comfortable enough to truly begin learning. The development of knowledge is most essential. Developing profitable, usable knowledge involves four steps:

1. Intake
2. Analysis
3. Synthesis
4. Evaluation.

As an example, cooking can be considered as the usable knowledge. Intake involves the experience: the food is seen, smelled, tasted, and soon consumed. Analysis is the typical follow-up discussion of what the ingredients are, even getting the recipe from Aunt Mary. Synthesis takes place when the person feels confident about the ability to follow the recipe step-by-step and creates a

delicious dish. Evaluation can be a rewarding experience when the results meet the cook's approval, or it can be a disappointment. This can be used as motivation to attempt the synthesis step again.

To move through these four steps some basic skills are needed. Reading may be used to receive the messages, information, and/or instructions. Math will help carry out the instructions. English and writing skills will give one a means of responding and sharing useful information.

Profitable, usable knowledge will include that which meets the individual's basic needs, helps make a living, and provides an enjoyable way to spend leisure time. Students have the right to the varied experiences to help keep their lives balanced. The process of providing profitable, usable knowledge through balanced instruction is discussed in the chapter on Curriculum Integration.

Intellectual development should be considered next. According to C. Edward Cavert in An Approach to the Design of Mediated Instruction, the progressive levels in intellectual development are as follows:

5. Creates — Evaluates — Adjustment

4. Masters — Operates — Values

3. Habitual — Applies — Appreciatio

2. Attempts — Understands — Interests

Base level: 1. Readiness — Recall — Awareness

Ask yourself if students are ever asked to demonstrate application before they

have reached understanding. Evidence of mastery of these steps is necessary for the students to experience progressive success in the classroom.

Learning by doing will then follow. An environment of successful learning by doing will include the following steps in this order:

1. Observation
2. Association
3. Participation
4. Inquiry
5. Application
6. Evaluation.

With observation, "First impressions are lasting impressions" is the rule. Students can be turned off on the first day if something unfavorable is apparent. Association with instructors and other students is very necessary for success. Participation allows practice time and an opportunity for correction before mistakes are learned. Inquiry allows time for questions to clarify any misconceptions. Application is the opportunity for the students to actually read, write, solve math problems, or demonstrate in some other way mastery of the skills taught. Evaluation is shared by students and instructors and is a process used to measure progress in relation to predetermined goals. The methods used may be simple at times and complex at others.

As another way of looking at learning, Derbyshire presents four basic laws.

"The Law of Doing" - Students don't learn as the result of what instructors do, but as a result of what instructors get them to do.

"The Law of Effect" - People tend to accept and repeat those responses which are pleasant and satisfying, and to avoid those which are annoying.

"The Law of Primacy" - First impressions are the most lasting!

"The Law of Exercise" - The more often an act is repeated, the more quickly a habit is established.

Learning in and of itself may not be enough to hold the adult student's interest. Skills which have meaning in daily life must be taught. Reading and communication skills are most important.

Keeping Ahead

To people who are able to hear, speak, and learn to read, communication has several levels.

1. The words listened to
2. The words spoken
3. The words read and used
4. The words spelled
5. The words used in written communication
6. The words read and understood
7. The words read and pronounced
8. The words unreadable at all.

The infant in the arms hears words that relate a message only by the tone of the voice-- be it a message of comfort or one creating fear. The toddler develops an understanding of the spoken words and begins to imitate those sounds to get the desired responses to meet physical and emotional needs. The child in first grade is beginning to associate with the printed forms of words whose meanings are comprehended -- thus reading begins. The student then begins to write words down in the accepted language pattern, expressing ideas and relaying messages. This writing ability continues throughout the person's lifetime. There continue to be words that are read and comprehended that may be above and beyond the student's usual

speaking and writing level. At times the student sees words that can be orally sounded but have never been experienced and so have no meaning. The words that are unpronounceable include all written languages foreign to the reader.

Students can have positive, successful experiences in completing written communication assignments. In order to do this, they need to be guided through an analysis that helps them attain an awareness and understanding of some very basic writing procedures. The following steps can be of help to the student trying to overcome a writing barrier:

Step 1 - Write one short sentence that tells something.

_____	_____	_____.
Subject (Somebody or Something)	verb (is, was, does, did)	object (something.)

Step 2 - Write three sentences about the sentence in Step 1.

Step 3 - Write five sentences, giving exact details about each of the three sentences in Step 2.

Very few basic skills are needed to complete Step 1. When it is kept very simple, Step 2 is easier to carry out. By teaching the beginning writer these basic steps, organization becomes a constant part of writing. With experience the student can successfully carry out Step 3 and feel comfortable in doing it. As mentioned before, synthesis is preceded by analysis. With this pattern students can analyze and better understand more complicated writings before they begin to produce their own. This in turn develops an appreciation and helps supply motivation.

Often the student finds it difficult to sort out first, second, and third person for writing purposes. The following chart might be of some help.

	PERSON	
First	Second	Third
Singular:		
I	you	he, she
me	you	him, her
my	your	his, her
mine	yours	his, hers
myself	yourself	himself, herself
Plural:		
we	you	they
us	you	them
our	your	their
ours	yours	theirs
ourselves	yourselves	themselves

The adult student given an assignment to write twenty sentences about his/her own childhood will produce a paper in the first person past tense. As that assignment is analyzed, the student begins to understand person and tense. The assignment can be extended to include either second or third person in a certain tense.

Everyone faces in life: Learn it and lose it,
vs.
Learn and use it.

The more clues students can acquire to help them succeed, the better. For example, <u>there</u> and <u>where</u> have a "place" in the words, while <u>their</u> has a person in it. When remembering <u>by</u> and <u>buy</u>, think that the "u" in the word says "you" buy. <u>Lie</u>, <u>sit</u>, and <u>rise</u> all have the letter "i" and are things "I" can do. The memory can be trained to use acronyms, such as "HOMES" to remember the Great Lakes: Huron, Ontario, Michigan, Erie, and Superior. Help the students realize they possess great little computers of their own, all ready to go to work for them.

Reading is often a more difficult skill to master than the discussion might indicate.

Research by Frank Laubach and his staff states that the short vowel sounds are used more frequently in the English language. His team feels the student has more success in reading by learning the short sounds first, then the long vowel sounds, to be followed by other vowel sounds.

The following table illustrates the sequence of vowel sounds taught by the Laubach method.

REGULAR SPELLING OF VOWEL SOUNDS

Sound	Examples	Regular Spelling
Short Vowels		
i	in	i
y	lily	y
u	up	u
e	egg	e
a	apple	a
o	olive	o
er	fern, burn, bird	er, ur, ir
ar	barn	ar
Long Vowels		
a	radio, play, train, cake	a, av, ai, a-e
e	we, tree, meat, evening, key	e, ee, ea, e-e, ey
i	child, fly, night, tie, five	i, y, igh, ie, i-e
o	open, rose, coat, window	o, o-e, oa, ow
u	music, argue, cure, few	u, ue, u-e, ew
Other Vowels		
oo	moon	oo
uu	book	oo
ou	cloud, town	ou, ow
au	auto, paw, all, walk	au, aw, a(ll), a(lk)
	bought	ough(t)
or	corn	or
oi	oil, boy	oi, oy

Before the students enter the classroom the instructor must have an understanding of the reading level of the instructional material available. Formulas have been established to simplify this procedure. The All-Purpose Readability Formula will give a general estimate of the reading level in less time than some other formulas. Choose a passage in the middle of the book containing one hundred words. Count the number of syllables and the

number of sentences. Draw a straight line between those two numbers on the following chart. The number in the middle column that the line touches is the approximate reading level.

THE ALL-PURPOSE READABILITY FORMULA

Syllables	Reading Level	Sentences
166	College	3.8
160	12	4.0
154	11	4.2
148	10	4.6
142	9	5.0
138	8	5.4
134	7	5.8
130	6.5	6.2
128	6.0	6.6
127	5.5	7.0
126	5.0	7.4
125	4.5	7.8
124	4.0	8.2
123	3.5	8.6
122	3.0	10
121	2.5	12
120	2.0	14
118	1.5	16
116	First Reader	18
114	Middle Primer	20
112	Primer	23
110	Pre-Primer	26

Another quick method can be used to help the student self-determine the difficulty of the material. He reads the same one hundred-word passage. If five words are missed, the reading level is too high.

Holding On

The serious student needs to realize reading is the process used to understand information that is presented in writing. In contrast, studying is the process used to recall information that has been read and understood. The student must realize that good study skills are just as important as good reading skills.

SQ3R is a method which can help students study regardless of their reading ability.

HOW TO STUDY WITH SQ3R*

(*Survey, Question, Read, Recite, Review)

SURVEY:

1. Read the title of the chapter and the introductory paragraph or paragraphs.
2. Note the headings. They are usually in bold-face type.
3. Note key or important words. Many of these will be italicized.
4. Watch for pictures, graphs, charts, maps, and diagrams.
5. Read the chapter summary if there is one.

QUESTION:

1. Read the questions the author asks at the end of the chapter.
2. Turn each of the bold headings into a question. Use the words who, what, when, where, how, and why when composing your questions.
3. As you read (next step) you may need to add to or change your original questions.

READ:

1. Read the entire passage carefully.
2. Read to answer the questions you have asked yourself.
3. Read the harder paragraphs more slowly.
4. Re-read if necessary and practice "stop and go" reading. Read -- then stop and ask yourself, "Do I understand this?"

RECITE:

1. Recite after each heading.

2. Do this by asking yourself "What have I read?". Answer the questions you made about that heading.

3. You may recite orally or by writing answers to the questions, an outline, or a summary.

REVIEW:

1. The first review should follow your reading of the entire chapter. At this point you should be able to answer the author's chapter questions. You should also be able to tell yourself what important information lies under each chapter heading.

2. Reviewing will point out any weak spots you may have. These areas of weakness should be studied again.

3. The second review should be done a few days before the examination. It calls final attention to weak spots and helps you to remember the information you have already studied.

Adapted from
Educational Developmental Laboratories, Inc.
Audio Tape GL-12

Comprehensive Learning Center (J.P.)
Adult Education Division
Des Moines Area Community College

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Only the student can develop good study habits. When possible find a quiet place. Concentration is better when studying occurs in the same place every day. It takes less time getting settled down to work. Don't wait for inspiration to strike--it probably won't. A lesson can be learned about studying from observing an athlete. Someone who is training for a mile run never sits on the field waiting for inspiration to strike before starting to practice. The athlete trains strenuously day after day whether in the mood or not. Training for tests and examinations is accomplished by doing the things expected over a long period of time.

Students also need to learn how to preview a textbook as a part of study skills. These questions can be given to them. The responses written down will help determine which students can use the book independently and which can not.

1. Title:_____
2. Author:_____
3. Examine the table of contents.
   a. How many chapters are in the book?_____
   b. What is the average number of pages in the chapters?_____
   c. Are the chapters grouped into units?_____
   d. If so, how many units are in the book?_____
4. When was the book copyrighted?_____
5. On what page can you find information about_____?
6. What is the number of the unit in which the section on _____ can be found?_____
7. What does the illustration on page ____ tell you?_____
   _____
8. If the book has an appendix, what kinds of information are given?
   _____

9. If the book has a glossary, approximately how many of the words in the glossary have definitions that you already know?

_____most of them

_____about half of them

_____less than half of them

_____few of them

To preview a chapter of a book answer the following questions:

1. Title of the book:_____

2. Title of the chapter:_____

3. Where is the summary of the chapter located?

_____in paragraphs at the beginning of the chapter

_____in a list at the beginning of the chapter

_____in paragraphs at the end of the chapter

_____there is no summary given in the chapter

4. Describe an illustration or table in the chapter that clarifies something that is discussed in the chapter._____

_____

Finishing Off

Techniques on communication, reading, and studying have been discussed. Math is an equally important skill to adult students and will need attention.

Math comes alive and is real to the students when the instructor asks the students to share math problems they are facing in real life. Solutions to these problems give the students something concrete to take home from each class. They are there to get as much help as possible as soon as possible. They also like a simple little math trick to take home every day. It helps motivate students. As they see the fun in using math, the anxiety will diminish and learning will increase. Old math books or a book from the library on this subject can keep the instructor supplied with neat little math tricks. Supply a chart with math information the students can use. Keep it related to their every-day life. It may be how to keep their bowling score, or figure the score of the sport they like to watch. It may be related to a hobby enjoyed by one or two people in the class. The next session can include a helpful tip about another hobby of some member of the class. A chart of the perfect squares is interesting and is something people only think of when it is brought to their attention. At some sessions take blocks or other objects to give them concrete objects to arrange in order to understand the concepts of math better. It might be that if a = b, then and a + 2 = b + 2. Liquid measurement can be demonstrated

with correctly proportional blocks. It is interesting to see a long column of numbers added like the following:

9		
3	12	
7		
6	13	25
12		
4	16	
17		
5	22	38
		63

Numbers can be "magic".

$$1 + 2 = 3$$
$$4 + 5 + 6 = 7 + 8$$
$$9 + 10 + 11 + 12 = 13 + 14 + 15$$

The nines may be hard to memorize but show the students the following:

9 x 8 = 72
9 x 7 = 63
9 x 6 = 54
9 x 5 = 45
9 x 4 = 36
9 x 3 = 27
9 x 2 = 18

You can count backward going down on the inside column and the two center columns. The answers to each one going across always equal 9.

Relate signed numbers to the dollars in your pocket. When $3 goes out to pay a bill, the remainder is closer to zero.

As much as possible relate the math to practical problems, be it wallpaper needed or grass seed for the lawn. The math program should always be geared so students can start where they need to start, work only what they need to know, move at the speed they are comfortable with, skip material they already understand, have as many problems as they need, and keep their progress measured. Help students become aware of how often math does touch the adult life in the working world and at home.

Reaching Out

The students have an investment only when they have some of themselves involved. This can be said of the instructors as well. For instructors, "A Short Course in Human Relations" includes the following:

The six most important words, "I ADMIT I MADE A MISTAKE."
The five most important words, "YOU DID A GOOD JOB."
The four most important words, "WHAT IS YOUR OPINION."
The three most important words, "IF YOU PLEASE."
The two most important words, "THANK YOU."
The one most important word, "WE."
The least most important word, "I."

Remember that you and your students are persons first. Each should be treated with equal respect. By using good interpersonal relations and by recognizing the dignity of the individual, you will be employing more effective techniques in your ABE teaching.

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SELECTED POPULATIONS

Chapter VII

SELECTED POPULATIONS:

Displaced Homemakers
Handicapped
Non-English Speakers
Older Adults

Introduction

Whether speaking of the physically handicapped or the non-English speaker, social alienation is a common factor in ABE selected populations. For many reasons, these students have developed feelings of being separate, apart, and outside the mainstream of society. Non-English speaking students find themselves in an alien culture and language. Older adults are often separated from their families, homes, and communities and seen as non-productive to our society and as burden to their families. The physically handicapped or mentally retarded are regarded and treated as "different" and are often the victims of abusive treatment and ridicule.

The feelings of alienation are compounded by the feelings of worthlessness, inadequacy, and failure--the feelings encountered in most ABE students. In selected populations these same feelings are magnified, distorted, much more difficult to overcome, and perhaps much more realistically based.

Teaching ABE students of selected populations often requires specialized techniques and materials which will be discussed in the following sections. Perhaps far more important than techniques and materials is the understanding of the special ABE student--her/his immediate needs and learning barriers.

Displaced Homemakers

The displaced homemaker is the woman who has spent a number of years in the home as wife, mother, and homemaker and who now must go to work outside her home in order to financially support herself and/or her family. She may have experienced divorce, abandonment, or the disablement or death of her spouse. Whatever the reason for her current displacement and need to provide financial support for her family, there are certain psychological impairments which accompany this change in her function and role.

First of all, she is often without the skills necessary to enter the job market. Without marketable skills, she feels further rejection, inadequacy, and lack of self-esteem. The stress and demand of her new role of financial provider and her feelings of abandonment and loss can cause her to experience severe depression.

The problems created by the exclusion of the displaced homemaker from social security benefits, welfare payments, and unemployment compensation are compounded by her inability to accept or ask for aide. Because of the change in her family situation, the immediate economic burdens and family demands are overwhelming. She does not know where to turn or which foot to move first.

She finds herself without the necessary vocational skills and psychological coping skills necessary to her new role. She also finds herself unable to balance the checkbook or read the want ads to find a job. Her basic reading, writing, and computation skills are often inadequate as are her life/coping skills.

Her primary needs are to achieve economic self-sufficiency, to be able to cope as a single woman, and to gain occupational knowledge and skills.

The following list of community resources can be helpful for her:

A. Crisis intervention services

B. Information and referral services

C. Discrimination resources

D. Vocational education and training

E. Emergency assistance

F. Employment resources

G. Family services

H. Health resources

   1. Substance abuse

   2. General health

   3. Mental health

   4. Obstetrics and gynecology

I. Legal and financial assistance

J. Residential facilities

K. Women's organizations.

As you can see, when working with a displaced homemaker, the role of the ABE instructor becomes not only a facilitator of learning but also a counselor and resource guide. Please refer to the "Intake and Counseling" section of this manual for specific counseling techniques and methods.

Supplement your ABE curriculum with life skills materials such as McGraw-Hill's MATCH and Lifeworks and Follet's Success Skills Series. GED preparation and occupational knowledge should be emphasized in the learning plan you develop for the displaced homemaker. Fearon-Pittman's Job Box is one of many vocational resource materials available.

Handicapped Adults

The "handicapped" are defined as those students who have:

1. Physical handicaps such as those resulting from strokes, diseases, or accidents
2. Mental handicaps such as those resulting from retardation and learning disabilities
3. Emotional handicaps such as those resulting from alcoholism, drug addiction, or mental or emotional illness.

Characteristics of handicapped students include the following:

1. Low self-esteem
2. Hopelessness
3. Failure syndrome
4. Unacceptance of the disability
5. Limited capacity to master basic communication and computational - quantitative skills
6. Limited coping skills
7. Communal alienation
8. Personal-social characteristics which interfere with successful functioning in a competitive work setting
9. Chronic illnesses
10. Sensory-motor defects
11. Physical characteristics which can elicit rejection
12. Lack of goal orientation, particularly those related to selection of an occupational training area and the anticipation of fulfillment in that area
13. Unrealistic goals
14. Lack of exposure to role models and worker models.

Handicapped students usually require specialized materials which are designed for teaching life skills to very low or non-readers such as An Activities of Daily Curriculum for Handicapped Adults available from Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin--Stout, Menomonie, WI 54751, and Project CLASS, and Project ABLE available from your area resource center.

Just as handicapped students require specialized instructional materials, so do they require specialized interpersonal skills in their instructors.

Being able to relate to the handicapped person as a person just like anyone else, except for the special limitation of the disability, is probably the most important skill the ABE instructor can develop. Don't ignore or deny the disability. Just be yourself when you first meet the student. Talk about the same things you would with anyone else.

After the student has been assessed and an individual learning plan has been developed and implemented, help only when you are requested to or when you see the student is in need of direction or support. When a handicapped student falls, the student may wish to get up unaided. Offer assistance but wait for a request before giving it. If a medication change is affecting the emotionally disturbed student's recall, you may wish to continue study on another day.

Be patient. Let the handicapped student set her/his own pace, and find a positive ventilation for the frustrations you encounter working with these students. Talk with other instructors about your problems and concerns or take a brisk walk around your building during the class break. See the section on "Stress Management" for other coping activities.

DON'T be afraid to laugh with your handicapped student and DON'T be over-protective or oversolicitous. DON'T ask embarrassing questions. If the handicapped student wants to tell you about the disability or emotional problem, allow her/him

to bring up the subject. DON'T separate a disabled person from a wheelchair or from crutches until you are asked to. The student may want them within reach. DON'T make up your mind ahead of time about the handicapped person. You may be surprised at how wrong you are in judging her/his interests and abilities.

To obtain help with materials, methods, and techniques when working with the handicapped, you may contact your area service center for information and resources. You might also contact your local school district for referral to special education cooperative services or to local sheltered workshops.

Learning Disabilities (LD)

Whether you are teaching a class designed specifically for the physically, mentally, or emotionally handicapped or a class designed for ABE students pursuing a variety of educational goals, there is one handicap which you will encounter with increasing regularity--learning disabilities. Because the federal law which mandated special education was not enacted in time to catch and begin remediation for the adult student with learning disabilities, many students have undiagnosed learning disabilities. These learning disabilities may have contributed a great deal to the student's history of academic failure and inability to get and keep a job.

The adult who suffers from learning disabilities has a severe disorder in at least one of the learning processes which enable proficiency in reading, writing, speaking, and computation skills. Although learning disabilities are not related to intelligence, significant academic underachievement may result. Therefore, the LD student has a history of repeated school failures and a poor self-concept. Additionally, the LD student may have physical ailments, emotional disorders, marital problems, poor grooming habits, low motivation, and a history of unemployment.

QUESTION: What can you--the ABE instructor with limited time and certainly more than one student--do?

ANSWER: Not correct the disability.

First of all, remember that every ABE student has learning differences. Your job is to determine those strengths and weaknesses and to develop an individual learning plan or approach which concentrates on the student's strengths or abilities, rather than weaknesses or disabilities.

Secondly, you need to look at the process of reading and at some of the areas in which learning disabilities can occur.

The reading process requires both visual acuity and visual perception. Acuity refers to the ability to see the printed page. Perception is the image the brain receives. Does the student see "p" for "q" or "was" for "saw" or "praking" for "parking"? These and other reversal problems may be a dysfunction in visual perception.

Reading requires auditory, or listening, skills as well as visual skills.

Auditory acuity or the ability to hear sound and auditory discrimination/ perception of what is heard is essential to the learning of phonics as well as to listening comprehension.

If there is difficulty in hearing high frequency sounds, the student may have problems with consonants. If there is difficulty hearing low frequency sounds, the student may have problems with vowel sounds.

A simple test of auditory discrimination is to pronounce pairs of words with similar sound patterns. Begin by giving the student pairs of words with the same or different final sounds. Have the student sit in a position so that your mouth cannot be seen. Ask the student to identify whether the word you pronounced is the same or different--such as web-wed, spot-spock, load-loaf, top-top. Then give the student pairs of words with similar or different initial sounds--such as stick-whip, tight-tight, tap-cap, hock-rock.

This is a quick and informal method of assessment for auditory discrimination. If your student's behavior and progress indicate visual or auditory problems, refer her/him to a doctor or social service agency willing to provide financial assistance

to the economically disadvantaged for eye and ear examinations. A pair of glasses may alleviate what was assumed to be a learning dysfunction.

Other skills in addition to visual and auditory skills are necessary to the reading process and include a variety of motor, memory, tactile, and kinesthetic skills, such as the very basic skill of moving one's eyes from left to right across the page.

To determine the student's strengths and weaknesses, once you suspect a learning disability, formal assessment may be initiated. It is usually advisable to obtain the student's consent prior to screening and diagnosis.

There are several assessments available, such as the Slingerland Screening Tests for Identifying Children with Specific Language Disability and the Specific Language Disability Test appropriate to adult students. The London Procedure, designed specifically for adults, is available from your area resource center. It not only provides diagnosis but also provides a comprehensive list of instructional materials and techniques to match the student's skill objectives to the student's learning strengths. For further LD assessment instruments, please refer to the section on "Assessment". For further information on learning strengths, please refer to the "Learning Styles" section of this manual.

Here are some general DO's and DON'Ts for working with the LD students:

DO establish a learning environment with as few visual and auditory distractions as possible. Perhaps a storage room could be converted into a "one-on-one learning room". DON'T use a room near a stairway with the clump-clump of people's feet or decorate the room with colorful posters. Privacy for the LD adult when working on learning tasks with you is essential to avoid embarrassment.

DO allow the student to verbally summarize what has been learned. This technique allows self-feedback on accuracy. DON'T allow the student to veer from the content of the lesson during one-to-one discussion. A ventilation of personal problems may be appropriate at the coffee machine but not during the lesson.

DO avoid unnecessary interruptions of the student's oral reading. If the student reads "car" for "automobile" and you are working on content comprehension, allow the student to make this substitution without correction.

DO prepare well-planned and structured lessons and give clear, concise instructions. Answer questions with a definite "yes" or "no". DON'T tell the student, "Do exercises #1-3, exercise #6 and exercise #10".

DO develop an individual learning plan which lists step-by-step the student's learning activities.

DO help the student move from a position of one-on-one dependence to independent study.

DO plan short-term tasks and permit short-term breaks.

DO keep one-to-one sessions brief and always end with a success. DO encourage and give special recognition to all successes and accomplishments.

DON'T demand perfect reading habits. DO allow subvocalization and finger or pencil to keep her/his place.

DO allow students to do their own work while you provide the necessary support, guidance, and structure.

DON'T neglect the power of raising the student's self-concept. Learning is facilitated by the way you convey your expectations of the student's achievement and your confidence in the student's ability to learn.

DO use materials and techniques which match the student's learning strengths and abilities.

Contact your local area resource center for names of Kansas ABE instructors who are available for training in the use of the London Procedure and to whom you may go for help with problems and concerns when teaching students with learning disabilities.

For further reading:

Helping Adults with Learning Problems: A Handbook for Kansas Adult Educators, Debbie Goodman. Adult Learning Center, 1201 1st Avenue, Dodge City, KS 67801, 1980.

A Special Project for the Development of Assessment and Educational Programming Techniques Serving the Adult Basic Education Student with Learning Disabilities. Final Report, B. A. Vaillancourt. Palatine, IL: William Rainey Harper College, 1979.

Adult Learning Problems: Insights, Instruction, and Implications, L. P. Weisel. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, The National Center for Research in Vocational Education, The Ohio State University, 1980.

Non-English Speaking Adults

Many nationalities are found in the English as a Second Language (ESL) class--Colombian, Vietnamese, American Indians, Laotians, Haitians, Cambodians, and Thai, to name a few. ESL students may be doctors, bankers, mechanics, or even farmworkers who are illiterate outside of their native language.

One common factor all these students share is the inability to cope in a strange and alien country. Cultural shock becomes a learning barrier the ESL instructor must assist the student in overcoming. It becomes important to teach culture and language simultaneously in order to insure the ESL student's successful survival in this country.

Other learning barriers that occur in the ESL classroom besides cultural shock are religious, territorial, and political hostilities. The ESL class, for example, which has both Laotians and Vietnamese will immediately suffer factioning because of resentment one nationality feels toward the other for political and territorial occurences during the Communist take-over of Indo-China.

Additional cultural characteristics which interfere in the communication and, therefore, learning process include:

1. Lack of eye contact common to some Spanish-speaking cultures
2. Politeness which is seen as shyness or reluctance and the accompanying refrain from asking questions
3. Body contact which in most Indo-Chinese cultures is considered taboo, such as body contact between men and women in public, touching another's head, back-slapping, and finger gesturing

4. The smile and nodding of the head "yes" to avoid the embarrassment of admitting ignorance

5. Women feeling they should be "seen and not heard" rather than becoming active class participants

6. Time concepts which may cause the student to be either late or early for appointments or social engagements depending on cultural traditions.

Understanding these cultural differences is essential to the ESL instructor in order to penetrate the student's learning barriers and teach the basic skills necessary to future social and employment success.

The following basic skills are the primary objectives of the ESL class:

A. Time, space, amount, and quality terminology

B. Communication and computational skills

C. Survival skills

D. Pre-vocational skills

E. Coping skills.

In order to teach these basic skills, there are certain principles to follow in the ESL class. First of all, communication must be taught by listening and speaking rather than by reading and writing. The ESL student who can write a complete essay in English but who cannot respond to the supervisor's request to "Turn off the machine!" is still functionally illiterate.

Primary ESL oral objectives are proficiency in 1) street language, 2) vocational language, and 3) marketplace language.

English structure must become habit to the ESL student and requires the teacher to use "drill" materials, such as Laubach, Modulearn, or MMC. Conversational English is the primary aim and may be developed by oral practice (including drill materials) and conversational teaching methods, such as Prentice-Hall's It's Time to Talk, Scott-Foresman's English that Works, and Steck-Vaughn's Speaking of Pictures. To teach language skills and strategies for getting a job, Longman's It's Up to You is a good text.

Contact your local area resource center for names of those who may offer assistance in selecting ESL materials and choosing ESL techniques.

Also, the Indo-Chinese Materials Center's ESL Bibliography is an excellent resource for ESL materials, many of which are free from the center. For your free copy write:

James B. Tumy
Director
Indo-Chinese Materials Center
U.S. Department of Education
Region VII
324 E. 11th St., 9th Floor
Eleven Oak Building
Kansas City, MO 64106

Older Adults

In 1978, 1.4 million people reached the age of 65 every fifty weeks. This number is increasing and when the post-war generation hits their 50's and 60's, the number of older Americans will be staggering.

Currently, older adults are more often functionally illiterate than are their younger counterparts. Over 2 million of the above 65 population cannot read or write. Fifty percent of the above 65 population did not complete the eighth grade.

As the U.S. shifts from a youth-oriented culture and the costs of inflation and energy continue to escalate, more and more adults reaching 65 will postpone retirement or will re-enter the work force after initial retirement.

Older adults, often seen as burdens to society, are assets to the ABE classroom. Their wisdom, maturity, and wide experience assist in their learning process and in how they will put their new learning to use. They are highly motivated, unashamed, persistent learners who often inspire and motivate younger ABE students.

Although the older adult is eager to learn and very persistent, there are two factors which are especially important to retaining this student in the learning center.

The first factor is the learning environment. Adequate lighting is essential as are good acoustics and reduced noise distractions. Adequate heating and cooling are very important. Comfortable chairs and movable tables are often more than a mere convenience for the older student.

The second factor is meeting the older student's needs. Careful assessment and development of an individual learning plan are vital. If the older student sees study as meaningless and not applicable to daily life, that student will not be back for the next class.

The needs of older students are:

1. Reading, writing, and computing skills at least at the seventh grade level
2. Skills that will allow them to continue to learn, whatever their objectives
3. A thorough knowledge of physical fitness
4. Maintaining economic self-sufficiency
5. Legal decision-making
6. Housing decision-making

Special problems related to older adults and which often interfere with the learning process are:

1. The myths of aging process on intelligence
2. Physiological sensory slow-downs
3. Physiological deterioration, such as heart disease, arthritis, rheumatism, and hearing and visual impairments
4. Psychological barriers, such as the older man who believes the cultural stereotypes about aging and cannot foresee a useful and productive life and the older woman who lives alone and who is distressed by her economic situation, both of whom experience depression and anxiety
5. Transportation problems.

Although the needs and problems of older adults are extensive, there are many teaching methods you can develop and refine to work successfully with the older adult.

Here are some suggested methods and techniques:

1. Present complex materials in units or segments which reduce the possibilities for incorrect answers
2. Present new materials only after old materials are thoroughly learned
3. Use audio-visual aids
4. Allow class discussion
5. Allow students to interpret materials to another
6. Use materials appropriate to real-life situations
7. Extend the length of time for skill-tasks to be accomplished.

Here are some things to avoid:

1. Forced pacing instead of self-pacing
2. Overstimulation--too much to learn at once
3. Material unrelated to needs
4. Material that is not easily and immediately useful.

Special interest books for older adults are:

A Good Age, Alex Comfort. New York: Simon & Shuster, 1978.

Passages, Gail Sheehy. New York: Bantam, 1977.

Instructor references:

Middle Age and Aging, A Reader in Social Psychology, Bernice L. Newgarten, Ed. Chicago: University of Chicago Press, 1968.

Learning in the Later Years: Principles of Educational Gerontology, V. M. Agruse. New York: Academic Press, 1978.

Education for Older Adults, G. F. Aker, Ed. Tallahassee: Florida State University, Department of Adult Education, 1971.

The Aged: Who, Where, How Well, R. B. Weg. Los Angeles: University of Southern California, 1978.

RECORD KEEPING

Chapter VIII

RECORD KEEPING

The record keeping section of the Entry Level Training Manual covered the basic goals and functions of record keeping in the ABE/GED situation. These two main types of record keeping were discussed: 1) those concerned with program accountability, and 2) those related to documentation of student progress.

The accurate and prompt filing of necessary reports for local programs cannot be underestimated. The experienced ABE/GED instructor, having mastered the fundamentals of such reporting, has a further need: to devise and master a system of handling the reporting task more efficiently and effectively. The reason for this is obvious: the effective instructor needs to be primarily just that, an instructor. That instructor functions best with a feeling that he/she has mastered, and not been mastered by, the paper work.

Forms at the end of this chapter are designed to help the experienced instructor sharpen skills in program record keeping. Samples of program forms and state forms which the instructor must recognize and use are included.

The previous manual addressed a second essential function of record keeping: the maintaining of records on individual students. The discussion in that book centered mainly on forms that might be best described as "entry/exit" forms. Entry materials included: basic entry questionnaires; interest inventories; booklets of information about GED testing, center policies, calendar, services,

etc. Exit materials included evaluation forms to be used upon program completion. That manual should be consulted for helpful information and sample forms.

The experienced ABE/GED instructor will go beyond the basic entry forms in a search for more efficient and effective tools for motivating and facilitating student progress. These might be described as: 1) record keeping for instruction, and 2) record keeping for counseling.

The first of these two areas focuses on instruction. This area presents the challenge familiar to every experienced ABE/GED instructor: to keep abreast on each student's progress toward proficiency in the proverbial "Three R's". Awareness of student progress is essential for guiding the student to mastery of the three major skill areas (reading, writing, and math) necessary for passing the GED test and/or for functioning adequately in the present world.

No one has devised the definitive record keeping tool; the talents and needs of teachers and students vary too widely. Creative instructors, however, can and do collect and synthesize ideas from various sources. They are then equipped to design the record keeping tools best suited to their students and situations.

Forms should be devised to fill the needs of the person using them. A good way to design a form is to "brain storm", or list all of the content items that might be desirable on the form. The next step is an item-by-item analysis to determine 1) Do I really need this information? 2) Am I getting this information somewhere else? 3) What form should this question take in order to provide the information needed? At this point, thought must be given to utilization of the form. Will clients be asked to fill out the form without assistance? Will the form be used to facilitate an interview? Is the form for the instructors who are recording the information? If the form is to be used by clients, concern should be taken with the readability level. If students will be reading and filling out the form themselves, be sure you have a high quality reproduction.

Some forms that may be useful in the area of record keeping for instruction

and counseling are included at the end of this chapter.

In many places the demand for ABE/GED instruction is greatly increasing; conversely, funding, especially public funding, is decreasing. The likelihood of ever-increasing instructor/student ratios in adult basic education mandates the use of more efficient and effective record keeping tools. It is hoped that the ideas given here will be helpful to ABE/GED instructors in a wide variety of educational situations.

For more information about forms contact the following people:

1) your area coordinator
2) the local program director
3) the state adult education director.

BE-3 (Instrument I)

FY _____

QUARTERLY ATTENDANCE REPORT

This report should be submitted on or before September 24, December 24, March 24, and June 24. Each quarter report should be an unduplicated count.

Quarter Beginning _____ Ending _____ Sponsoring Agency _____

Street Address: _____ City: _____

Recorder: _____ Attendance Center: _____

NUMBER OF NEW ENROLLEES EACH QUARTER: 1st ___ 2nd ___ 3rd ___ 4th ___ Total _____
Unduplicated Count
(attach supporting roll)

Signature: _____
ABE Program Director

ROLL LEGENDS:

IA — Ethnic Group

b — American Indian or Alaskan Native
c — Asian or Pacific Islander
d — Black
e — Hispanic
f — White

IA — Entry Level Functional

I — Level 0-7
II — Level 8 & above

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IC — Participant Descriptors

a — Employed
b — Unemployed (Available for work)
c — Unemployed (Not available for work force)
d — Receiving Public Assistance
e — Handicapped
f — Limited English Proficiency
g — Rural area
h — Urban area with high rate of unemployment
i — Immigrant
j — Institutionalized

BE-5 (Instrument I)

Adult Basic Education Roll — SPONSORING AGENCY

Name of Student	IA Ethnic Group b	c	d	e	f	IA Entry Level 0-7	8-	IB Age	IB Sex M	F	Instructional Hrs. By Quarter 1	2	3	4	Year Total	IC Participant Descriptors a	b	c	d	e	f	g	h	i	j	Comments

FY _____

BE-4 (Instrument I)

Postsecondary Administration Section
Adult Basic Education
Department of Education
120 E. 10th
Topeka, Kansas 66612

ADULT EDUCATION ANNUAL PROGRAM REPORT

Local Education Agency	Period Covered	
	FROM	TO

MAILING INSTRUCTIONS: One copy of the form must be submitted to the Director of Adult Education within 30 days of the close of the program. See instructions for completing on attached sheet.

TABLE I, PART A. NUMBER OF PARTICIPANTS BY RACE, SELECTED ETHNIC GROUPS

INSTRUCTIONAL LEVEL (a)	AMERICAN INDIAN OR ALASKAN NATIVE (b)	ASIAN OR PACIFIC ISLANDER (c)	BLACK (d)	HISPANIC (e)	WHITE, ARABIC, OTHER INDIVIDUALS NOT INCLUDED IN COLS. (a) thru (e)
Level I (1-8)					
Level II (9-12)					
TOTAL					

TABLE I, PART B. PARTICIPANTS WHO, UPON ENTRY INTO THE PROGRAM, WERE:

		Male	Female
1. Ages:	16-24		
	25-44		
	45-59		
	60 and older		

TABLE I, PART C. PROFILE OF ADULT EDUCATION PARTICIPANTS

	Number		Number
1. Employed		6. Limited English	
2. Unemployed, but available		7. From rural areas	
3. Unemployed, not available		8. From urban areas	
4. On public assistance		9. Immigrant adults	
5. Handicapped adults		10. Institutionalized adults	

TABLE I, PART D. ACHIEVEMENTS OF PROGRAM PARTICIPANTS

1. Improved basic skills for personal satisfaction and self-confidence	
2. Obtained or improved competencies in:	
a. government and law	
b. community resources	
c. consumer economics	
d. parenting	
e. occupational knowledge	
f. health care	
g. other	

BE-4 (Instrument I)

3. Level I participants learned reading, writing, and math skills	
4. Obtained an adult high school diploma	
5. Passed the GED Test	
6. Learned the English language (primary language was not English)	
7. Entered another education/training program	
8. Received U.S. citizenship	
9. Voted for first time	
10. Obtained a job	
11. Obtained a better job or salary increase	
12. Removed from public assistance	

TABLE 2, PART A

Agencies, Institutions, and Organizations used to Provide Adult Education and Support Services ——	Total Number of Agencies, Institutions, and Organizations Used	Transportation	Day Care	ESL or Bilingual
1. Businesses and industries				
2. Labor unions				
3. Community (junior) colleges				
4. Colleges and universities				
5. Hospitals				
6. Churches				
7. Fraternal/ sororal organizations				
8. Voluntary and community organizations				
9. Manpower and training agencies				
10. Health agencies				
11. Vocational and technical schools				
12. Libraries				
13. Institutions for the handicapped				
14. Correctional institutions				
15. Local education agencies				
16. Antipoverty programs				
17. Other public agencies (specify)				
18. Other private agencies (specify)				
19. Other (specify)				

TABLE 3, PART A. NUMBER OF PERSONNEL, BY ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED

Organizational Placement and Type of Job Performed	Adult Education Paid Personnel		Volunteers
	Total Number of Part-Time Personnel	Total Number of Full-Time Personnel	
1. State level administrative/supervisory			
2. Local administrative/supervisory			
3. Local teachers			
4. Local counselors			
5. Local paraprofessionals			
Total			

BE-4 (Instrument I)

TABLE 4, PART A. NUMBER OF PARTICIPANTS LEAVING THE PROGRAM AND THEIR REASONS	
1. Completed their objectives	
2. Reasons for leaving before completing their objectives a. Health problems	
b. Day care problems	
c. Transportation problems	
d. Family problems	
e. Location of class	
f. Lack of interest	
g. Time class/program is scheduled	
h. Changed address or left area	
i. Unknown reasons	
TOTAL	

NAME OF LOCAL DIRECTOR (Type)

SIGNATURE OF LOCAL DIRECTOR

PROFILE SHEET

Name: _____ Enrollment Date: _____

Subject: _____ Instructor: _____

Pre Test given: _____ Date: _____

_____

_____

_____

Diagnosis: _____

_____

_____

Materials used: _____

_____

_____

_____

_____

_____

Post Test given: _____ Date: _____

_____

_____

Prescription: _____

_____

_____

_____

Exit date: _____

PERSONAL DATA SHEET

Name: _____ Phone #: _____

Address: _____ Birthdate: _____

Occupation: _____

Previous Job Experience:

_____

_____

_____

Education:

School	Grade Completed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Military History:

Service
_____

Employment Goals:

_____

_____

Other Comments:

_____

_____

_____

_____

_____

Name: _____

Entrance Date: _____

LOCKHART TEST

Date _____

Math _____

English _____

READING TESTS

Date	Test	Level/Form	Vocab.	Compre.	Total

LOCKHART RETEST

Date _____

Math _____

English _____

OTHER ENTRANCE TESTS

Date	Test	Level/Form	Results

A P L Survey Test

Date _____ Total Score _____ Rating _____

Content Area	Score/Rating	Skill Area	Score/Rating
Community Resources	____ ____	Identify Facts/Terms	____ ____
Occupational Knowledge	____ ____	Reading	____ ____
Consumer Economics	____ ____	Writing	____ ____
Health	____ ____	Computation	____ ____
Government/Law	____ ____	Problem Solving	____ ____

INVENTORY TESTS

PRACTICE TESTS

Date	Subject	Score	Date	Subject	RS	GED

PLEASE DO NOT WRITE IN THE BOOKS

CHECK YOUR WORK FREQUENTLY AND CAREFULLY (after each exercise).

ASK FOR HELP AS NEEDED

Name:

Date	Book	Area of Study	Pages

Name SAMPLE

MONTHS

	January	February	March
MATH	FRACTIONS -- begin Basic Math sheet assignments		
READING	READING SKILLS Sheet # II Begin "Prose" Section		
WRITING	WRITING SKILLS Sheet I Begin Punctuation lessons		

Age	Sex	Eth	CENTER	Month
				Day
				Year
			Name of Student	

ATTENDANCE REPORT

AGENCY _____ CENTER _____ WEEK OF _____

Student	Contact Hours	Monday Hours	Tuesday Hours	Wednesday Hours	Thursday Hours